EVALUATION OF EDNET PROJECT

Submitted to:

USAID/CAR

Under:

The Evaluation IQC AEP-I-00-00-00023-00

Prepared by:

**Dr. Dennis McConnell
Dr. Lawrence McKibbin**

Submitted by:

Development Associates, Inc.
1730 North Lynn St.
Arlington, VA, 22209-2023

June 2003

TABLE OF CONTENTS

Page No.

EXECUTIVE SUMMARY

The USAID/CAR mission contracted with Development Associates. Inc. to conduct an evaluation of the Education Network (EdNet) project, March 2003. An evaluation team comprised of Dr. Dennis McConnell and Dr. Lawrence McKibbin commenced evaluation activities on March 17, 2003 and completed site visits on April 14, 2003. During the five week evaluation, the visiting team met with EdNet senior administrators and staff members in the Almaty regional office and the four Country Resource Centers, and met with representatives of EdNet higher-education institutions (HEIs), business and economics faculty members and students, and government education officials in Kazakhstan, Kyrgyzstan. Tajikistan, and Uzbekistan.

The objective of the evaluation was to: (1) assess the effectiveness of the EdNet project in achieving intended results in the area of networking; (2) assess the impact of EdNet activity on development of higher education in Central Asia; (3) identify lessons learned from the nation-wide testing initiative in Kyrgyzstan and (4) examine the issue of EdNet sustainability: and (5) make recommendations about which EdNet components needed to be strengthened or otherwise modified.

To collect information that would assist in providing substantive responses to the questions. the evaluation team relied on both qualitative and quantitative methods. In view of the large number of institutions involved, and the dispersion of those institutions over 5 countries. survey research was the primary method employed in data collection. Qualitative methods (interview, focus groups, document review, web-based inquiries) provided context for the survey research and served a confirming role in the evaluation.

Completed questionnaires received from EdNet institutional representatives and EdNet Academy participants provided information necessary to address issues of membership and networking. In general, responses indicated that the EdNet project had increased the level of intellectual exchange among higher education institutions in the region. Furthermore. it was possible to identify the extent to which primary EdNet activities (Seminars and Conferences) served to facilitate long-term networking development among institutions and faculty.

Completed questionnaires also provided information necessary to address issues of capacity building. That is, questions designed to assess the impact of EdNet activity in the development of higher education in Central Asia. Information was collected on the usefulness of educational materials produced by EdNet, the usefulness of the EdNet Case Writing Competition, the EdNet Academy training, and the usefulness of the Visiting International Professors program. In all cases, programs were rated as "Very useful" or "Useful". Few if any responses indicated that the EdNet activities were of little use, or no use.

Completed questionnaires received from EdNet institutional representatives in the Kyrgyz Republic provided information necessary to address issues related to the nation-wide testing initiative in Kyrgyzstan. Survey results demonstrate that the intended program outcomes were generally realized – reduction in corruptions and an increase in the transparency of the testing and scholarship awards. Respondents reported that the perceptions of transparency have

increased substantially, and all respondents indicated that the testing initiative was extremely important to the future of education in Kyrgyzstan.

Information related to issues of EdNet sustainability was collected during interviews with top administrators in the Almaty EdNet regional office, and with Country Resource Center Directors in Almaty, Bishkek, Dushanbe, and Tashkent. The evaluation team also reviewed EdNet budget documents and sustainability documents. The last issue to be addressed in the evaluation was the matter of project sustainability. During the evaluation visits, it was not clear that a detailed "Sustainability Plan" was in place. However, the prospects for sustaining activities currently carried out by the EdNet system are currently being addressed by the country Board of Advisors and the regional Board of Directors. In Kazakhstan and Kyrgyzstan, the country Boards are evaluating alternative organization structures that will provide some relief to the EdNet budgets in those two countries.

The future financial sustainability of Educational Networking activities in the region, regardless of the managing organization, raises some difficult questions about the relationship between needed intellectual services/materials and supporting financial circumstances. It seems unlikely that the current portfolio of EdNet activities, and the financial support required, will be assumed by the current beneficiaries of EdNet activities. However, the intellectual opportunities afforded by current (virtual) technology seem to offer a vehicle for the continued delivery of intellectual networking services and products without the expensive logistical features of the current system.

Our review of topics in the four assessment areas, using interviews, focus groups and questionnaire responses indicated that the EdNet project has been very effective in achieving positive networking results in the CAR, and has demonstrated considerable success in enhancing the ability of EdNet member institutions and faculty to continue the development of higher education in Central Asia. As well, responses indicate that the Kyrgyz national testing program has been enormously successful, and is highly valued by members of the Kyrgyz higher-education community. Sustainability remains an issue, and will be addressed later in the report.

EVALUATION OF EDNET PROJECT

A. BACKGROUND

EDNET EVALUATION PROJECT DESCRIPTION AND OBJECTIVES

EdNet commenced activities in January 2001. The USAID/CAR mission asked the evaluation team to determine whether the EdNet project is meeting its overall goal of improving business and economic education in Central Asia. It is the understanding of the visiting evaluation team that the information provided will pay a role in determining whether the project will be extended for its second optional year (December 2003 – December 2004). The evaluation is also expected to provide recommendations that will improve the EdNet program, or modify the program.

The evaluation has five objectives:

1. Assess the effectiveness of the project in achieving results.
2. Assess the impact of the activity on the development of higher education in Central Asia.
3. Identify lessons learned from the nation-wide testing initiative in Kyrgyzstan.
4. Examine the issue of EdNet sustainability, That is, what are the prospects for sustaining the activities currently carried out by the resource network?
5. Make recommendations about which components need to be strengthened or otherwise modified

CARANA PROJECT DESCRIPTION AND OBJECTIVES

1. USAID Strategic Objective and Intermediate Results

The USAID strategy in the Central Asia Region (CAR) seeks to expand opportunities for the citizens of the new nations to participate in improving their governance, their livelihoods. and their quality of life. Strategic Objective SO 1.3 calls for Improved Environment for the Growth of Small and Medium Enterprises. The associated Intermediate Result (IR) 1.3.1 is Increased Opportunity to Acquire Business Knowledge and Skills.

The Economics and Business Education Project (EdNet) supports SO 1.3 by improving higher education in the five countries of Central Asia in the fields of theoretical and applied economics and business. The objective of this activity is the sustainable improvement of business and economics higher education in Central Asia. The project works to build capacity for high-quality teaching in Central Asian universities, and foster the free exchange of information among universities and their faculties while establishing a solid, sustainable resource network.

EdNet focuses administrative and academic efforts in four primary areas:

1. improving teaching by helping professors learn new content and new skills;
2. improving university administration understanding of international standards:
3. support the establishment of mechanisms for accreditation under international academic standards; and

4. providing resources to member institutions to support their efforts in improving quality in business and economic education in Central Asia.

2.   *Summary of EdNet program activity to date*

The EdNet project promotes academic networks in the form of intellectual exchange and cooperation among colleges and universities throughout the countries of Central Asia - Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan.

The project's Country Resource Centers (CRC) in Almaty, Bishkek, Dushanbe, and Tashkent offer library and Internet access opportunities to professors in the region. Regularly organized seminars and conferences (annual and topic-specific) offer opportunities for EdNet members and appropriate government officials to discuss important issues and strengthen networking within and outside of Central Asia.   EdNet membership has grown to 266 of which 226 are higher education institutions (HEIs) in Central Asia, and 40 members representing the business development and training community in the region.

The objective of improving business and economics teaching and course content in the region is served by a number of project activities specifically designed to achieve this objective. In the first academic year (August 2001 to June 2002) , professors with Western training and experience participated in the Visiting International Professor (VIP) program, designing and teaching courses in Central Asian universities. In October 2002 the VIP program has been transformed into the EdNet Academy (ENA) - year-round training program for university professors.

The EdNet Academy teaches two core programs. – one in economics (ten-course sequence) and one in business administration (12 course sequence). As of February 2002, the program anticipated that up to 600 professors from the region would participate in the program. The ultimate goal of the programs was that up to 500 of them would complete the program in late 2004.

Another important objective of EdNet is to assist in strengthening administrative efforts at higher education institutions (HEIs) in two dimensions. – increasing region-wide understanding of the requirements that universities must meet to operate at international standards of accreditation, and assisting in the promulgation of regional institutional and program accreditation standards. To assist in the achievement of the first objective, EdNet has organized region-wide conferences on international accreditation in Kyrgyzstan and Kazakhstan, and provided training on the operation of boards of trustees in Kyrgyzstan.

To assist in the achievement of the second objective, EdNet has worked with the Central Asian Foundation for Management Development (CAMAN) to establish a mechanism for institutional and program accreditation in the region under these standards. EdNet and CAMAN are continuing their work with the European Foundation for Management Development (EFMD) to develop the capacity of CAMAN to become an institutional and program accrediting organization.

In the summer of 2002, EdNet worked with American Councils for International Education (ACCELS) to facilitate a nation-wide, merit-based testing program for Kyrgyzstan. The purpose

of the program was to determine the 5000 grant winners for enrollment in the country's higher education institutions. This process was intended to bring transparency into the testing process and improve opportunities for rural applicants to receive scholarships to universities. EdNet is also beginning to help regional universities in their fund raising efforts and in developing their connections with international university administrators.

To support their efforts at improving the quality of business and economics education. EdNet provides members with direct material grants and technical assistance through the project. Textbooks and equipment are provided on a competitive basis to member universities. EdNet experts are also beginning to work with a small number of member institutions to develop their information systems and faculty/staff capabilities to create an e-learning network. One of the biggest goals of this new initiative, the distance learning network (DLN). is developing a sustainable marketplace in Central Asia for distance education courses that would allow students to receive higher education via Internet and other distance learning methods. This component is one of the newest in the project and has only been operational since the summer of 2002.

3. Evaluation Methodology

The evaluation team relied on both qualitative and quantitative methods to collect and organize information related to the questions posed by the Statement of Work. In view of the large number of institutions involved, and the dispersion of those institutions over 5 countries, the team selected survey research as the primary data collection method. Qualitative methods (interview, focus groups, document review, web-based inquiries) provided background and context for the survey research and served a confirming role in the questionnaire construction process.

The evaluation team conducted three surveys, designed to collect relevant information from: (1) EdNet institutional members; (2) Faculty participants in the EdNet Academy in Kazakhstan. Kyrgyzstan, Tajikistan, and Uzbekistan: and (3) EdNet representatives in the Kyrgyz Republic.

Questionnaires distributed to EdNet institutional members in the five Central Asian republics collected information related to the four primary purposes of the evaluation. The questionnaires were distributed to 225 EdNet institutional members with valid e-mail addresses, and were returned as e-mail attachments. As of the date of this report, 64 (28.44%) completed and usable questionnaires have been received, coded, and analyzed. Of the 64 questionnaires. 18 (28.1% of the sample) were received from Kazakhstan. 15 (23.4%) from Kyrgyzstan. 12 (18.8%) from Tajikistan, 4 (6.3%) from Turkmenistan, and 15 (23.4%) from Uzbekistan.

Questionnaires were also distributed to CAR faculty attending EdNet Academies in Almaty, Bishkek, Dushanbe and Tashkent. As of the date of this report, 199 completed and usable questionnaires have been received, coded and analyzed. Fifty-seven (28.6% of the completed questionnaires) were completed by CAR faculty attending the EdNet Academy (ENA) in Almaty. Of the 57 faculty, 38 (66.7%) were women and 19 (33.3%) were men. Fifty-eight (29.2%) were completed by faculty attending the ENA in Bishkek. Of the 58 faculty, 33 (56.9%) were women and 25 (43.1%) were men. Twenty-seven (13.6%) were completed by ENA students in Dushanbe. Of the 27 faculty participants, 14 (51.9%) were women and 13 (48.1%) were men. Of the total sample of 199 respondents, 111 (55.8%) were women and 88 (44.2%) were men. The 199 respondents represented substantially all of the CAR faculty members

attending an ENA during the evaluation period. No ENA activities were being conducted in Turkmenistan during the evaluation period.

A third questionnaire was distributed to 42 EdNet institutional representatives in the Kyrgyz Republic. The purpose of the questionnaire was to collect information regarding the Kyrgyz nation-wide testing initiative. At the date of this report, representatives of 11 (26.2%) institutions have provided completed questionnaires.

Completed questionnaires received from EdNet institutional representatives and EdNet Academy participants provided information necessary to address issues of membership and networking. Furthermore, it was possible to identify the extent to which primary EdNet activities (Seminars and Conferences) served to facilitate long-term networking development among institutions and faculty.

Completed questionnaires also provided information necessary to address issues of capacity building. That is, questions designed to assess the impact of EdNet activity in the development of higher education in Central Asia. Information was collected on the usefulness of educational materials produced by EdNet, the usefulness of the EdNet Case Writing Competition, the EdNet Academy training, and the usefulness of the Visiting International Professors program.

Completed questionnaires received from EdNet institutional representatives in the Kyrgyz Republic provided information necessary to address issues related to the nation-wide testing initiative in Kyrgyzstan.

Information related to issues of EdNet sustainability was collected during interviews with top administrators in the Almaty EdNet regional office, and with Country Resource Center Directors in Almaty, Bishkek, Dushanbe, and Tashkent. The evaluation team also reviewed EdNet budget documents and sustainability documents.

B. MEMBERSHIP AND NETWORKING

FINDINGS

The evaluation team addressed five questions to assess EdNet project accomplishments in the area of membership and networking. In the sections below, the questions are identified, the information that the evaluation team has collected to address the questions is presented, and then the teams finding additional findings. In general, the information used to respond to this question has been collected from representatives of EdNet members and EdNet Academy participants in the form of responses to questionnaires and from interviews with representatives from selected individuals. (See Appendix for Details)

1. How has the level of intellectual exchange among HEIs in the region grown since the beginning of the project?

The EdNet project has raised the apparent awareness of the importance of intellectual exchange among higher-education institutions in the CAR. Information provided to EdNet by institutional members provides some evidence as to whether the expressed need, or desire, for intellectual

exchange has increased during the past two years – about the period of time EdNet has been active.

EdNet institutional members complete an application form every year. The form asks members to rank the relative importance of eleven needs. The scale is from 1 (most needed) to 11 (least necessary). The needs columns in the table are in the order presented in the application form. In general, the table shows that EdNet members have consistently expressed a high need for books. computers and training, and low needs for professor exchanges. student exchanges. and distance learning capabilities.

Two needs are of particular interest here: (1) the need for networking with institutions outside of Central Asia [column 9] and (2) the need for networking with institutions within Central Asia [column 10]. Information from EdNet 2002 and 2003 application forms were made available to the evaluation team. The region and country-specific needs ratings have been organized and presented in Appendix N. The table in Appendix N indicates that, region wide, there has been a reduction in the expressed desire, or need, for networking both within and outside Central Asia. That is, in 2002, the average need level for networking outside Central Asia was 7.06 and for networking within Central Asia was 7.85. The recorded needs levels in 2003 were, respectively, 5.00 and 5.54. Although subject to other possible interpretations, one can posit that the reduction in the expressed desire, or an understanding of the need for, networking can, to some extent, be attributed to the networking opportunities provided to member institutions by the EdNet project.

Information identifying institution-to-institution networking is not available. However, information collected from EdNet members may provide a method for identify the extent to which EdNet members network regionally and internationally (See Exhibit 3 in Appendix E). The questionnaire administered to EdNet members asked whether their institution had academic partnerships with other universities within, and outside of, Central Asia. If they reported partnerships, they were asked to indicate how many partnerships were in force. Forty-seven of the 64 responding institutions report at leas one academic partnership, wither within Central Asia or outside of Central Asia. As noted in Exhibit 3, the average number of academic partnerships within Central Asia, across the 47 partnering institutions is 3.53. And for partnerships outside Central Asia, the average number was 3.79 partnerships. Although the country-specific sample sizes are a bit small to make generalizations, the numbers suggest that Kyrgyz HEIs tend to participate in the largest number of partnerships within Central Asia, and the Turkmen HEIs participate in the largest number of partnerships outside Central Asia.

Comparative time series data is not available. Perhaps the data in this report will provide a base from which future region-wide and country-specific partnership indices will provide a measure of influence and consequences of EdNet activities that promote intellectual exchange and networking in Central Asia.

It is the opinion of the evaluation team that there are at least two ways EdNet can influence and encourage intellectual exchange: (1) organize activities that provide participation and networking opportunities; and (2) organize information that can be accessed by those who have an interest in the benefits of networking and intellectual exchange. The EdNet web development activities are therefore providing an electronic form of intellectual exchange in the region.

When an institution becomes a member of EdNet, it is assigned logon information that allows access to the primary EdNet representative in the member institution. Individual faculty members of EdNet institutions receive personal logon information. This provides individual faculty members with access to the web-based information on the EdNet site (www.EdNetCA.kz). A review of the website indicates that the number of individual faculty members who have access to the site has been increasing since the site was created. The baseline count was most certainly very near zero when EdNet initiated activities in the region. A periodic review of the number of faculty members with access to the website indicates that intellectual exchange and networking has occurred, and is increasing every month. To provide a measure of the growth of networking over time, the EdNet web manager provided periodic counts of individuals with access, and a detailed count of "hits" recorded by the host.

2. If there has been such growth, how has it contributed to strengthening the economics and business education departments?

As a result of increased intellectual exchange in the region, EdNet activities have been instrumental in strengthening the region's economics and business education departments. Survey results suggest that the educational activities of business and economics departments have been strengthened as a result of increases in discipline-specific knowledge, and the increased availability of educational material through Country Resource Centers (CRCs) materials sent directly from EdNet to member institutions

One aspect of growth in intellectual exchange is the increased availability of intellectual materials to faculty. EdNet Academy participants provided responses to questions about the relative usefulness of ENA participation, the materials available at Country Resource Centers (CRCs), and the EdNet educational materials. The increase in the level of intellectual exchange has also contributed to the strengthening of economics and business education departments in several areas. In terms of faculty development, the EdNet Academy has conducted activities designed to enhance the discipline-specific knowledge of faculty members. Faculty members currently enrolled in the EdNet Academy were asked to identify the extent to which the experience was useful to them as a teacher and as a researcher (Exhibit 7). Those responding to these questions generally reported that the experience in both areas was "Useful" and "Very useful".

EdNet currently conducts EdNet Academy (ENA) training sessions in Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan. The ENAs appear to be the primary conduits for the ultimate enhancement of the teaching and learning capabilities of economics and business education department in Central Asia. Several items on the questionnaire administered to ENA participants addressed features of the four EdNet academies. Of initial interest was the perceived extent to which participation in ENAs were useful to participating faculty in terms of their teaching (methods and content) and their research. Exhibit 2 in Appendix G reports regional and country-specific findings on both issues. All ENA participants (199) provided responses to these questions.

ENA participants were first asked to rate the extent to which the experience was useful for their teaching activities. The rating scale, four-country average, country-specific averages, and gender averages are presented in Exhibit 2. A five-point rating scale was used: 1 = very useful; 5 = not useful. Thus, the lower the rating number, the greater the perceived usefulness. There were some

differences, though not dramatic, across the four countries, and across gender. Participants in Tajikistan and Uzbekistan tended to rate the usefulness for teaching a little lower than the regional average, and participants in Kazakhstan and Kyrgyzstan tended to rate the usefulness a bit higher than the regional average. Gender averages bracketed the regional average: the women participants rated the usefulness lower and the regional average and male participants rated usefulness a bit higher.

ENA participants were asked to rate the extent to which the experience was useful for their research activities. The rating scale noted about was used to collect perceptions. Again, the country-specific and gender differences showed some differences, but not in any extreme pattern. ENA was perceived to be less useful for research purposes than for teaching purposes. Women found the Academy to be somewhat less useful that did the male participants. Participants in Kyrgyzstan found the usefulness of ENA for research purposes a bit lower than the regional average, and participants in Kazakhstan, Tajikistan, and Uzbekistan rated the usefulness of ENA for research purposes somewhat higher that the regional average. A unique feature of the Kyrgyz ENA was that all participants were from Bishkek, while participants in Kazakhstan and Uzbekistan represented both urban and rural. The concentration of urban participants in the Kyrgyz ENA may have come from more sophisticated academic environments.

3. Do all member institutions, and their employees, have equal opportunity to use the resources of the Network that apply to their category of membership?

EdNet institutional members were asked to identify the extent to which their faculty members had access to EdNet materials. The EdNet system frequently provides a wide range of educational materials to member institutions. It is of interest, therefore, to determine whether these materials are widely used within the institutions.

Fifty-two of the 64 responding HEIs provided sufficient information to asses the extent to which faculty members had access to materials. Exhibit 5 in Appendix E (Variable 31) summarizes the survey results by country. Some differences are observed across the five countries. Nominal access to materials is reported in Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan. With only 4 Turkmenistan HEIs reporting on this variable, the institutions report, on average, that only some faculty members have access to EdNet material.

4. Is the level of assistance member institutions receive from their country resource centers adequate to the level of funding the centers get?

Appendix L presents country-specific and activity-specific budget information that can provide some guidance on this question, but not a definitive answer. The question suggests a cost-benefit analysis, but to a large extent, only cost information is known. Exhibit 3 in Appendix G provides some evidence on the benefit side of the issue.

EdNet Academy (ENA) participants were asked if they had used EdNet Country Resource Center educational materials. Of the 199 ENA survey respondents 113 (56.7%) reported that they had used the educational materials in the CRC, and 78 (39.2%) reported that they had not used the CRC educational materials. ENA teaching sessions are housed in the CRCs. Approximately 40 percent of CAR faculty members attending ENA classes did not utilize the educational materials in their CRC. However, cost data suggests that EdNet institutional

members and members of their faculties are receiving considerable assistance in that the funding allocation is about 22 percent, or $1,166,356 in a total country-specific budget of $5,335,841. This suggests that the level of CRC funding may be excessive, given the CRC usage rates. Exhibit 3 in the appendix indicates that a smaller percentage of ENA participants use CRC resources in their academic research.

5. *Is there evidence that seminars and conferences are a tool of long-term networking development?*

The EdNet project has initiated several activities designed to enhance the level of intellectual exchange among Higher Education Institutions (HEIs) in the Central Asia region. The primary activity that has served this purpose is the EdNet Annual Conference. The first conference was held in April 2001 in Almaty, and the second conference was held in April 2002 in Bishkek. The Third Annual EdNet Conference was recently completed in Tashkent, Uzbekistan.

Approximately 375 individuals, representing EdNet member institutions, university faculty, NGOs, government education officials, and the several EdNet country offices attended the conference. The conference is essentially a learning opportunity for most of the academic participants. It also provides a venue for sharing information and concern among members of the EdNet system. EdNet administrators routinely collect evaluations from conference participants, and our review of the evaluations indicate that the opinions are quite positive in all respects.

The questionnaire administered to ENA participants provided a measure of conference networking outcomes at the individual level. Results from the ENA survey indicate that 59 (30%) of the 199 respondents have attended an EdNet conference. Twenty-seven (45.8%) rated EdNet conferences are very useful, and 21 (35.6%) rated the conferences as useful. Information collected in the survey suggested that networking did, in fact, result in networking development at the faculty level. Forty-two (71.2%) of the conference attendees reported that networking did occur as a result of conference attendance.

Respondents were asked to identify the form of networking that resulted -- e-mail exchanges, face-to-face meetings, exchange of educational material, and joint research activities. The most common form of exchange reported was the exchange of educational materials (28 incidences among the 42 respondents who reported networking outcomes). E-mail exchanges were the second most common form of networking. Face-to-face meetings and joint research projects were less common results from conferences and seminars.

6. *How does the size of the membership affect its operations? How significant is the contribution of member institutions to the network?*

EdNet currently has approximately 266 members. To date, it appears that all institutions that wish to become EdNet members need only complete an application form to be considered a member of the Educational Network. The issue of an appropriate number of EdNet members is part of an on-going discussion with EdNet country Boards of Advisors and the EdNet Board of Governors. The Boards are focusing on the need for a membership fee, and the amount of any fee instituted. All in EdNet leadership positions agree that when a membership fee is implemented, the number of members will decline. The extent of the decline is expected to be a

function of the amount of the fee. This would be a positive development. This very large number of members has the effect of diluting services and a smaller size would be desirable.

Thus, a related question is how many higher-education institutions should be members of the EdNet system. One way to address the question is to examine the distribution of faculty in CAR business and economics programs. A recent EdNet electronic membership file indicated that there were 295 members. If one were to suggest that perhaps 50 would be an appropriate membership number for EdNet, one could review the distribution of business and economics faculty across the member institutions.

The total number of economics faculty in EdNet member institutions is 6,597. Using as a starting point a number of 50 members, the top 50 institutions, in terms of number of economics faculty, employ 56.2% of the economics professors, and the remaining 247 institutions employ 43.8% of the economics professors. Similarly, if one reviews the number of Business faculty in the region, the top 50 institutions employ 64.6% of business faculty, and the remaining 247 institutions employ 35.4% of the business professors. That is not to say that the top 50 in Economics is also the top 50 in Business. However, a review of the distribution of faculty members across institutions should provide some guidance on the membership size ultimately selected.

CONCLUSIONS

The EdNet project has achieved significant results in terms of institutional members, and enhancing meaningful networking among member institutions and their faculty members. The level of intellectual exchange among HEIs in the region has grown demonstrably, and information collected from system participants supports the conclusion that EdNet seminars, conferences, and other learning events have strengthened the economics and business departments in the region. The membership size remains an issue, but the issue is amenable to analysis, given the available membership data and the near-term objectives of the EdNet project.

C. CAPACITY BUILDING – FINDINGS

FINDINGS

1. How useful are the educational materials (CD-ROMs, equipment and textbooks, case studies) to the member institutions? How are they used in class? Do all professors have access to these materials?

EdNet Academy participants and EdNet institutional representatives were asked to provide information related to this question. Exhibit 4 in Appendix G provides ENA-related information. Of the 199 ENA respondents, 192 responded to the question of whether they had used EdNet materials in their classes. One-hundred forty-six (76%) reported using EdNet materials in their classes, and 46 (24%) indicated that had not used materials in their classes. Across the four ENA countries, the highest usage rate (88%) was reported in Uzbekistan and the lowest usage rate (56%) was reported in Tajikistan. No systematic gender differences were noted with respect to the usefulness of EdNet materials for teaching purposes. Using a 5-point rating scale (1 = very useful; 5 = not useful), the sample average was 1.66, reflecting a generally positive attitude toward EdNet educational material.

Another view of the usefulness of EdNet educational material is provided by responses to the EdNet institutional survey. Exhibit 1 in Appendix E summarized the ratings. Although the judgments of institutional administrators may be less focused that the judgments of faculty actually using the materials, the responses provide a sense of the administrative view of EdNet outputs. In general, administrators found the materials useful, with the greatest usefulness index report in Tajikistan and the lowest rating reported in Turkmenistan. In an evaluation of specific educational materials, books were rated the most useful, CD ROMs the least useful, with case studies and equipment in the middle of the two extremes.

Finally, EdNet Academy participants were asked whether they used EdNet educational materials (textbooks, CD-ROMs, cases) in their classes, and if used, to rate the usefulness of the materials (Exhibit 9). In general, respondents characterize the material as either "useful" or "very useful". In some instances, respondents characterized the material as "somewhat useful" or "of little use".

2. *EdNet provides grants for economic research. How useful is the research to member institutions?*

The EdNet process for providing economic research grants was initially related to a fall 2001 grant competition announcement from the Economic Education and Research Consortium (EERC) Russia. No Central Asia applicants were awarded a grant. Subsequently, EdNet initiated the Central Asian Economic Research Competition.

Since the process for providing research grants is fairly new, evidence on the usefulness of research resulting from the economic research grants is limited. However, some evidence has been provided by EdNet institutional representatives. Appendix E, Exhibit 6 summarizes information collected in the EdNet survey. Fifty-eight (91%) of the 64 respondents provided responses to the grant-related questions in the survey. Of the 58 respondents, 8 institutions reported that a member of their faculty had been awarded a research grant. Ten grants were awarded (one faculty member in Uzbekistan received three grants). The above-cited exhibit summarizes the relative incidence of grants in the region. The tables demonstrate that the number of research grants in relation to the number of faculty is very small. In the sample of 64 HEIs, the research award proportion relative to the total number of faculty is approximately one-fifth of 1 percent of faculty, and the proportion with respect to affected students is one-fiftieth of 1 percent.

3. *EdNet conducts Case-Writing competitions. How are the winning case studies used: are they included in course program of the researcher? How many, if any, other HEIs use the case studies developed through this program and what is their opinion? How useful are case studies compared to other educational materials?*

Questionnaire responses from ENA faculty members provided information on these questions. Faculty members were asked whether they have used winning cases in their classes, how useful those cases were in their course. Responses are summarized in Appendix G, Exhibit 5.

Of the 188 ENA participants who responded to this questions, 73 (39%) indicated that they had used winning cases from the EdNet Case Competition, and 115 (61%) reported that they had not used the winning cases at all. Of those providing a positive response, the average rated useful of

the cases was 1.65 on a 1 to 5 rating scale. A factor that may account for the limited use of the winning cases is that they are not identified as such on the EdNet website.

ENA participants were also asked whether they used cases on the EdNet website and how useful the cases were in their classrooms. Of the 187 respondents, 79 (42.3%) reported using cases from the EdNet website as teaching materials in their classes, and 108 (57.7%) reported that they did not use the cases in their classes. Case-user ratings are presented in the Exhibit. In general, "winning" cases were rated higher than were other cases.

Finally, ENA participants were asked how cases were used in the classroom, and in general, how useful were the cases relative to other instructional materials. Most reported that case studies are used to supplement textbook and other educational materials. Respondents were also asked to compare the usefulness of case studies compared with other materials. The responses were evenly divided between (1) case studies are almost always the most useful form of educational materials, and (2) case studies are sometimes the most useful form of educational materials.

4. *How does the EdNet Academy (training for professors), and the fellowships and grants program affect the quality of teaching? Have there been any changes / improvement in course content as a result of professor training?*

The questionnaire distributed to EdNet member institutions and ENA faculty provided information useful in responding to these questions.

Representatives of EdNet member institutions were asked if the training provided by the EdNet Academy improved the quality of teaching in their institutions. Survey results are summarized in Exhibit 4, Appendix E. Of the 64 responding institutions, 45 (70%) agreed that ENA training improved faculty teaching methods. Respondents were also asked to identify the extent of improvement. On a three-point scale (1 = great improvement; 3 = little improvement), the ratings ranged from a the score of 1.56 in the Uzbek sample of respondents to 1.83 in the Tajik sample.

Respondents were also asked whether ENA training improved course content. Forty-four (69%) of the 64 respondents reported that ENA training did improve course content as well as improving faculty teaching methods. The improvement scores on course content were more positive than the improvement scores on teaching improvements. ENA participants also provided assessments of the useful of the EdNet Academy, as discussed above (Appendix G, Exhibit 2).

5. *What has been the impact of the VIP program? Is there evidence that the work of VIPs has strengthened faculty or student knowledge in their area? Have there been any improvements in the work of VIP host departments?*

Questionnaire responses from EdNet institutions and ENA faculty have provided information about the consequences of the Visiting International Professor (VIP) program. During the life of the program, 18 visiting international professors taught at 15 Central Asian universities in the 2001-2002 academic years. The limited distribution of VIPs across the large number of EdNet members makes it difficult to collect judgments using survey research.

EdNet representatives were asked whether their institution had hosted a VIP, what was the impact of VIP activities, the impact on faculty/student knowledge in the discipline of the VIP, and the impact of the VIP visit on the work of host departments. The survey results are presented in Appendix G, Exhibit 6. Most of the responding institutions had not hosted a VIP. The institutions that had hosted a VIP reported, without exception, that the visit had great impact on their academic programs. They also reported that the visit had greatly improved faculty/student knowledge in the academic field of the VIP, or at least has somewhat improved that knowledge. On the question of whether the visit improved the work of the host department, respondents indicated that the visit had resulted in either significant or some improvement.

ENA participants provided more direct evidence on the impact of VIPS. ENA students were asked if they had ever worked with VIPs at their institution, and how they personally viewed the overall usefulness of the VIPs. Regarding the first question, of 188 respondents, 58 (31%) reported that they had works with a Visiting International Professor and 130 (69%) indicated that they had not. Those who had worked with VIPs reported a generally positive experience (rating of 1.72 on a 5 point scale). In terms of country-specific results, the usefulness ratings were quite consistent, being most positive in Tajikistan (1.40) and least positive in Kyrgyzstan (1.94). With the exception of Uzbekistan, more women than men worked with VIPs. And with the exception of Uzbekistan, male faculty reported a more positive experience that did female faculty members.

6. *How does the selection process used for scholarship programs permit selection of the best-qualified candidates? Is there a mechanism in place to follow up with the trainees and check the effectiveness of the training accomplished? If yes, how are the results of such follow-ups used?*

The selection process used for EdNet scholarship programs has been well-organized and documented. We have reviewed the application document, which provides clear criteria for selection. The process is consistent with selection standards employed in Western scholarship programs.

Participants in EdNet scholarship programs are selected through an open, merit-based competition. All written applications to the EdNet program are read and evaluated by an application review committee comprised of representatives from USAID, EdNet, American Councils and other individuals appointed by EdNet.

Applicants are informed that the applications will be evaluated in terms of the following criteria:

> ▸ Clarity of thought and presentation
> ▸ Knowledge of the field of study and demonstrated commitment to teaching
> ▸ Potential for leadership and change at the applicant's home institution
> ▸ Potential for initiating contact and exchange between the applicant's home institution and other EdNet members
> ▸ Interest in exploring different approaches to teaching and curriculum, and upgrading course content in a particular field of study

Applicants whose written applications receive a successful initial evaluation are typically required participate in an interview in their home capital. The interviews are conducted by a panel whose members are chosen by the EdNet.

The program is quite new, and has not yet produced outcomes that can be evaluated in terms of the effectiveness of the training.

7. *What are perceived to be the most useful services of EdNet? By professors? By administrators?*

Respondents to the questionnaire distributed to ENA participants provided information useful in answering this question. During personal interviews with Rectors and Deans it became clear that they were not sufficiently knowledgeable about the individual EdNet services, and thus could not provide relative usefulness information.

ENA participants, as direct consumers of EdNet services, were asked to identify which EdNet services they had used. The services identified in the questionnaire included: (1) access to the EdNet website; (2) case studies; (3) computer training; (4) consultations with EdNet staff; (5) EdNet Academy; (6) EdNet conferences; (7) CRC library resources; and (8) VIP seminars. The pattern of utilized EdNet services is report in Appendix G, Exhibit 7. Each respondent identified which of the EdNet services he or she had utilized.

The information reported in the appendix indicates that the most used, and presumably the most useful, service is the CRC Library. The 199 respondents reported a total of 795 "service uses". A usage rank resulted from the organization of usage data. The CRC Library, ranked number 1, was used by 150 of the 199 respondents, accounting for about 19% of the service utilizations. EdNet Conferences, ranked number 8, was used by 55 of the 199 respondents, accounting for about 7 % of the service utilizations. The use pattern proportions across the 4 countries are reasonably consistent with the number of ENA participants from the countries. ENA participants in Kyrgyzstan and Uzbekistan use slightly more services that their proportion of the sample would suggest, and the participants from Kazakhstan and Tajikistan useful slightly less than their proportion would suggest.

There is something of an anomaly in the data. While information was provided by 199 ENA participants, only 122 reported using the ENA service.

CONCLUSIONS

The most significant EdNet achievements are to be found in the efforts to improve teaching by helping faculty learn new content and new teaching skills. EdNet has provided an extensive array of educational services - educational materials, grants for economic research, case-writing competitions, training in the EdNet Academy, and Visiting International Professors (VIPs). Survey results from both EdNet institutional representatives and faculty members indicated that all of the services have been useful, and have contributed to improvements in teaching and research in business and economics departments.

D. NATION-WIDE TESTING INITIATIVE IN KYRGYZSTAN

FINDINGS

The Statement of Work presents four questions that seek to provide information about the consequences of the Kyrgyz testing program, and to assess the possibility that similar programs might be adopted in the other four Central Asia countries. The information used to respond to these questions has been collected from personal interviews in Bishkek, and from responses to questionnaires submitted to representatives of EdNet members in the Kyrgyz Republic.

The goal of the National Scholarship Test of the Kyrgyz Republic has been to provide an objective measure of the knowledge and skills of students entering university as first-year students. The specific purpose of the program has been to distribute government higher education scholarships in a fair, transparent way.

1. What were the positive and negative effects of the Testing Initiative on the education system? What are the lessons learned?

In general, two accomplishments have been observed and described in responses to questionnaires and in personal interviews. Given the objectives of the program, and the wide awareness of the program in Kyrgyzstan, it is not surprising that these accomplishments are usually identified:

▶   reduction of corruption in scholarship awards
▶   improvement of transparency in the process

To collect information related to these points, questionnaires were distributed to 42 representatives of Kyrgyz HEIs. Eleven (26%) usable responses were received. Information summarizing the responses is presented in Appendix I. Of the eleven respondents, only one indicated that corruption in the testing/scholarship program had been substantially reduced. Six were of the opinion that the program has resulted in a moderate reduction in corruption, and four respondents indicated that corruption had resulted in only minor, if any, reductions in corruption.

With respect to increased transparency, the respondents were more positive. Four indicated that transparency had been substantially increased; four reported that there had been a moderate increase in transparency. No respondent suggested that there had not been an increase in transparency. During meetings with faculty and administrators in Bishkek, the phrase "increased transparency" – not often a frequently-used phrase - was used frequently during discussions of the testing program.

Another positive effect identified in interview is that the public has become informed of the program, and has demonstrated strong grass-roots support in the form of letters from parents of children who have benefited from the program. The program also appears to have strong support from President Akaev. Another positive effect (or outcome) of the program is that new law on education in Kyrgyzstan now mandates testing for entry to higher education.

Mr. Todd Drummond, who has been involved in the program from its inception, reports that the most significant accomplishment of this project has been a change in the nature of pedagogical

reform in Kyrgyzstan. That observation was not supported by respondents to the survey. Five of the respondents reported only a minor change in methods of teaching in the Kyrgyz Republic, and 3 of these respondents indicated that no change had resulted from the testing program.

2. *What external factors may have influenced the testing initiative? What can be done to minimize the negative external influence?*

During interviews in Bishkek, some representatives suggested that the scholarship distribution process should be taken out of the hands of a few Ministry of Education officials, and made more public. Ministry officials were said to have a low capacity for the tasks required by the scholarship distribution features of the testing program. However, survey respondents do not agree with that position. With the exception of two respondents, there was support for the statement that the participation of ministry officials is important to the program. For reasons that are not clear, the two respondents who did not support the stated importance of ministry officials had family members who had taken the scholarship test and been awarded a scholarship. The significance of that situation is not clear – but it is interesting, nevertheless.

3. *Has there been any change in perceptions of transparency in higher education in Kyrgyzstan as a result of this initiative?*

As noted above, responses to the survey strongly supported the observation that the change in perceptions of transparency has been significant, Interviews with Rectors and faculty in Kyrgyzstan also confirm the fact that the testing initiative has definitely changed the perceptions of transparency in higher education in Kyrgyzstan.

4. *Is there evidence that this initiative may be replicated in other countries of the CAR?*

Respondents to the survey were in modest agreement that the testing initiative could be replicated in other countries of the CAR. But some country distinctions seem important. Respondents were asked to rate Kazakhstan, Tajikistan, Turkmenistan, and Uzbekistan in term of the likelihood of success in implementing a national scholarship test. All agreed that such a program could be adopted in Kazakhstan. Respondents strongly doubted the possibility of such a program in Turkmenistan. Tajikistan and Uzbekistan were judged to be between the extremes.

CONCLUSIONS

It is our understanding that EdNet no longer has responsibility for the testing program in Kyrgyzstan. The program will continue under the direction of another contractor. However, the initial phases of the initiative have been considered very successful, and all respondents(with one exception) indicated that testing was extremely important to future of education in Kyrgyzstan. As to whether similar programs could be established in other CAR countries, the consensus among respondents was that such a program would most likely succeed in Kazakhstan. Turkmenistan was deemed the least likely to implement such an initiative. Tajikistan and Uzbekistan were considered only somewhat likely to succeed.

E. LONG-TERM SUSTAINABILITY

FINDINGS

The Statement of Work presents four questions that address various aspects of the sustainability of the EdNet project.

1. Given the environment, is the project's sustainability plan realistic? Is there a need for sustaining the resource network structure in its current form?

The EdNet project has incorporated first-approximation sustainability plans into two documents; (1) The Mission, Strategic Directions and Goals of the Education Network, dated March 12, 2003 and (2) a PowerPoint document entitled "Sustainability Outline", dated March 31, 2003. The documents provide summaries of sustainability objectives, but do not present a unique document that (1) develops a plan for financial sustainability, and (2) benchmarks for progress in achieving sustainability.

Regarding the resource network structure, the Boards of Advisors in Kazakhstan and Kyrgyzstan are currently reviewing an option to create independent EdNet Academies, rather than house them in university facilities. The Board members are examining the procedures necessary to register the Academies in both countries. They are also designing a competitive process to be used in placing the Academies.

2. What else can be done to ensure that EdNet members have the capacity to further improve the education system once USAID funding is over?

An important first step is to continue support of accreditation efforts in the region. EdNet has been instrumental in encouraging and supporting accreditation activities throughout the Central Asia region. CAMAN has publicized its role in development accreditation standards in the region. However, it appears that much of the funding necessary to achieve results, and the professional expertise, has come from the EdNet budget and the EdNet staff.

The capacity to improve the education system would be enhanced if senior EdNet administrators would meet with representatives of the Business Management Education in Ukraine (BMEU) project. The Ukraine program offers a useful model for Central Asia. The initial three-year funding for the Ukraine project has now been renewed for 5 years. Many of the sustainability and structural questions now being addressed by EdNet have been previously addressed in Kyiv. Working with the Ukraine staff may well save the EdNet system time, energy, and possibly money.

3. How effective are the project's fundraising efforts? Can the relationships with the project's sponsors be characterized as long-term?

EdNet's fundraising efforts are in the very early stages of development. At the moment, it is too early to point to any fundraising successes. However, the teams review of the "Plan of the Work for the Development Office 2003" suggested that the development staff has given system thought to the fundraising process, and they have identified many of the international donor organizations that could provide assistance.

4. How many members are expected to retain their membership once the membership fee is instituted?

The fee structure was discussed at the Third EdNet Annual Conference in Tashkent. Recognizing that circumstances differ across countries in the region, the Board of Directors instructed members of the country Board of Advisors to determine and implement its own fee structure. The country Boards of Advisers were asked to make fee-structure recommendations to the EdNet Board of Directors by July 1, 2003.

CONCLUSIONS

As of the date of this report, the EdNet project has been active for about 28 months, or slightly more than two years. Starting without members, and without a documented program, the project has achieved excellent results in the area of networking and capacity building. As well, the project has contributed to the success of the Kyrgyz testing program. Given the important of creating substantive programs to provide educational materials and improve teaching skills, most of the efforts of the EdNet managers and staff have been devoted to making the project successful, in terms of the stated objectives.

It is not surprising that detailed attention has not been directed to issues of sustainability. However, now that it is clear that the EdNet objectives can and have been largely achieved, it is necessary to review organizational and financial options that will assist in the continuation of the project after the cessation of USAID. Although some thought has been given to the issues of sustainability, during the visit of the evaluation team it was clear that a detailed, operational sustainability plan had not yet been formulated.

A major issue is the current portfolio of EdNet activities, and the manner in which target audiences are engaged. The effort to reach and engage all higher-education institutions and faculty in the CAR appears to intrude on the ability of EdNet to focus efforts on major targets. That is, the lack of focus has the potential of reducing the ability of EdNet to continue achieving significant results. As an example, consider the two most important EdNet activities, in terms of budget allocation - Country Resource Centers and the EdNet Academies. With regard to CRCs, given current information technology, it is possible to provide CAR institutions and faculties access to educational materials without limiting access to materials housed in facilities in Almaty, Ashgabat, Bishkek, Dushanbe, and Tashkent. This suggests that EdNet devote renewed energy to the development of the EdNet website as a source of information about educational materials and related forms of document currently housed in the CRCs.

F.   RECOMMENDATIONS

The term's recommendations are presented below in three categories: (1) Improvement in teaching; (2) Achievement of international standards; and (3) increase in resources to business and economics programs.

ACTIVITIES DESIGNED TO IMPROVE TEACHING OF BUSINESS AND ECONOMICS SUBJECTS

Survey data and information obtained during interviews indicates that EdNet teaching activities are very effective and very highly regarded by all concerned. We do not have any specific recommendation that might serve to improve teaching. However, we do recommend some activities that will enhance the outcomes of the teaching/learning experience.

1.   Provide more support to ENA faculty after they complete their coursework. During interviews with several EdNet institutional representatives, it was suggested that there should be more follow-on activities for graduates of the EdNet Academy. As noted in questionnaire responses, the training received is very important, and highly valued by the participant and their home institutions. However, equally (and perhaps more) important is access to information needed for course development activities. It is unlikely that textbooks, and instructors' manuals, can be provided to the ENA graduates. But it is possible, with some investigation on the internet, to find quite a large number of syllabi in all disciplines covered by EdNet activities. In some disciplines, it is possible to find electronic versions of textbooks.

2.   As noted below, we do not recommend that EdNet continue providing books to EdNet institutions. However, some journal subscriptions to EdNet institutions departments of business and economics are highly recommended. Most business and economics disciplines now have journals devoted to the pedagogical aspects of the discipline. For example, the Financial Management Association (FMA) publishes a quarterly journal entitled *Financial Education*. An American publishing firm publishes *The Journal of Teaching in International Business*. The *Journal of Business Education* is published by the Academy of Business Education at Villanova University. Several journals devoted to Accounting education are available. One can also find an increasing number of websites devoted to the teaching of various disciplines, and on which one can find syllabi for most business and economics courses.

ACTIVITIES DESIGNED TO ASSIST IN THE ACHIEVEMENT OF INTERNATIONAL STANDARDS

EdNet can provide a great service to the business and education community in Central Asia by increasing its role in accreditation activities in the region, working with other international organization that develop and define standards, and encourage activity at the individual institution level to increase interaction with the international academic community.

1.   Expand organizational and financial support for activities designed to support the development of academic accreditation under international standards. The Central Asian Management Development Association (CAMAN) has widely publicized its accreditation activities. However, available budget information and conversations with people who are familiar with the accreditation situation in the CAR, suggests that EdNet has provided much of the funding necessary to encourage accreditation and international standards in the region. And much of the detailed administrative work, including university accreditation visits, has been completed by EdNet staff and representatives of

EdNet member institutions. Expanded accreditation responsibility would enhance the credibility of EdNet in the region. and perhaps hasten the implementation of standards.

2. Increase systematic and active interaction with the major business/economics associations in Western Europe and the CEE/NIS regions. Many members of the EdNet staff are familiar with the organizations that are conducting educational development activities similar to EdNet. The organizations include: (1) Central and East European Management Development Association (CEEMAN) in Slovenia; (2) Russian Association of Business Education (RABE) in Moscow; (3) Ukrainian Association of Management Development and Business and Education (UAMDBE) in Kyiv. All of these organizations have experience in managing the development of business/economic education. Full membership in these organizations, and regular communications with the leadership of these organizations would be beneficial to the development and management of the EdNet portfolio of activities. Individual EdNet institutions may wish to monitor the websites of these organizations, as well as the more traditional organizations such as the AACSB and the EFMD.

3. Encourage EdNet institutional members to develop institutional websites, and inform them how they can be added to the "Braintrack" website. The site has hotlinks to most universities in the world, listed by country. An advantage of the listing is that fortuitous links with international universities can be established.

ACTIVITIES DESIGNED TO INCREASE RESOURCES TO BUSINESS AND ECONOMICS PROGRAMS

EdNet can increase resources to business and economics program by expanding its provision of electronic information, both passive and active. and improving faculty access to the internet. The extraordinary increase in the international inventory of electronic information raises a question about the continued housing of books and other materials in the Country Resource Centers.

1. Review and reduce the role of EdNet as a supplier of books, cases, computers and other physical materials, and expand its role as virtual supplier of information and resources to business and economics programs in the region. The need for intellectual resources and equipment in the region is massive, and the financial ability of EdNet to supply these items in the near future will be limited. Rather than acting as a "wholesaler" in the movement of educational materials from the source to the EdNet members, devote more resources to identifying and storing relevant information on the EdNet website. Web content is extensive in all academic disciplines covered by EdNet, and the supply of information is increasing every day. Thus, EdNet need not be a developer of content. Rather, selected EdNet staff members can routinely monitor the growing inventory of educational materials of interest to business and economics department in the region, and add that content to the EdNet website.

2. During the evaluation visit, EdNet created a mailing list known as EdNetExchange. Unlike the EdNet website, which provides information passively (that is, interested users must initiate contact with the website), the mailing list provides active contact with members. When managed with attention to the larger academic world, the mailing list will provide timely distribution of information about conferences, publishing

opportunities, funding opportunities, exchange opportunities, and other topics of interest to administrators and faculty in the EdNet system.

3. Expand computer training and internet access to individual business and economics faculty in the region. If the expanded roles of the EdNet website and the EdNet mailing list are to be effective, it will be necessary to support the development of access and search skills to locate and use the EdNet material, and to find other relevant material on the internet.

GENERAL RECOMMENDATIONS

Much of the information collection during the evaluation process was based on the somewhat detailed nature of the questions posed. To provide relatively detailed responses to relatively detailed questions, the evaluation team developed and administered three survey instruments. Much of the information collected serves the information requirements of the Statement of Work. The approximately 20,000 data points in the three data matrices may, on further analysis, provide some insights to the EdNet managers.

The EdNet questionnaire also included three open-ended questions (see Appendix J) that may be of interest:

▶   In your personal opinion, what have been the 3 most important benefits (if any) of participation in EdNet?

▶   In your opinion, in the near future, what should be the 2 most important objectives of EdNet

▶   Do you believe that improvements in Business and Economics education resulting from EdNet activities also improve the environment and operations of SMEs in your geographic location?

The ENA questionnaire provides an opportunity to respond to this question (also in Appendix J):

▶   Do you believe that improvements in Business and Economics education resulting from EdNet activities also improve the environment and operations of SMEs in your geographic location? If so, please identify the linkages.

The short recommendation that follows from these observations is that EdNet, while improving the teaching of business and economics, should simultaneously strive to learn as much as possible about their intellectual market. That is, periodically collect survey data to evaluate programs and direction. The face-to-face meetings presented by EdNet Academy courses present excellent opportunities to learn more about the needs and aspirations of CAR faculty. Collecting information from EdNet institutions is more difficult, as was found during the evaluation study. Although the response rate was more than adequate, some mechanism should be found by which institutional primary decision-makes can be contacted to tap information.

Evaluation of EdNet Project Final Report.doc/EvalQC-27

EdNet Report Appendices

APPENDIX A
STATEMENT OF WORK

23

Appendix A

STATEMENT OF WORK

Activity to be evaluated

The Economics and Business Education Network (EdNet) is a regional project that works in the five countries of Central Asia. It is implemented by the CARANA Corporation under contract = 115-C-00-01-00005-00. The completion date is January 04, 2004, with two one-year options. The current ceiling price is $8,633,482.88 and over $13 million, including options, if exercised.

Background

The USAID strategy aims at expanding opportunities for the citizens of the new nations to participate in improving their governance, their livelihoods, and their quality of life. Our Strategic Objective (SO) 1.3 calls for Improved Environment for the Growth of Small and Medium Enterprises, and its Intermediate Result (IR) 1.3.1 is Increased Opportunity to Acquire Business Knowledge and Skills.

The Economics and Business Education Project (EdNet) supports our SO 1.3 by improving higher education in the five countries of Central Asia in the fields of theoretical and applied economics and business. The objective of this activity is the sustainable improvement of business and economics higher education in Central Asia. This project works to build capacity for high-quality teaching in Central Asian universities, and foster the free exchange of information among universities while establishing a solid, sustainable resource network.

EdNet focuses efforts in three primary areas: 1) improving teaching by helping professors learn new content and new skills, 2) improving administration by helping universities understand what it means to operate at international standards and supporting a local NGO in establishing a mechanism for institutional and program accreditation under these standards, and 3) providing resources to member institutions to support their efforts in improving quality in business and economic education in Central Asia.

Through a network of colleges and universities throughout the region, the project promotes intellectual exchange and cooperation among member institutions. The project's regional resource center in Almaty, and three newly opened country resource centers in Bishkek, Dushanbe and Tashkent offer a library and Internet access opportunities to professors, as well as the general public. Regularly organized seminars and conferences bring members of the EdNet as well as government officials in charge of the education reform together to discuss important issues and strengthen networking. EdNet membership has grown to 266 of which 226 are higher education institutions in Central Asia, and 40 members from the business development and training community.

Recognizing the importance of high-quality teaching in promoting high-quality education, EdNet has designed a number of project activities to improve the overall quality of teaching and course curricula. In the first academic year (08/2001 to 06/2002), professors with Western training and experience participated in the Visiting International Professor program, designing and teaching courses in Central Asian universities. Starting this academic year (10/2002), the VIP program has been transformed into a year-round training program for university professors and operates under the title of EdNet Academy. EdNet Academy teaches two core programs – one in economics (ten-course sequence) and one in business administration (12 course sequence). A total of up to 600 Central Asian professors will start in the combined programs by February 2002 with a goal of having up to 500 of them to complete the program in late 2004.

In 2001 seven selected professors started a two-year graduate degree program in economics at the Higher Economic School in Moscow. Independent research of professors is supported through a grant competition, with a particular emphasis on case-writing research. Case studies that win are posted in the case study database that is accessible via Internet, and are adopted for use in the courses and programs of member institutions.

EdNet is strengthening administrative efforts at higher education institutions (HEIs) by helping administrators understand what is required for universities to operate at international standards of accreditation, and by working with a local NGO – Central Asian Foundation for Management Development (CAMAN) to establish a mechanism for institutional and program accrediting in the region under these standards. To this end, EdNet held region-wide conferences on international accreditation in Kyrgyzstan and Kazakhstan, and provided training on the operation of boards of trustees in Kyrgyzstan.

EdNet and CAMAN are currently working with the European Foundation for Management Development (EFMD) to develop the capacity of CAMAN to become an institutional and program accrediting organization.

During seminars and meetings, faculty and administrators discuss common problems, such as corruption and gender bias, and work to find ways to eliminate unfair practices. EdNet has conducted a region-wide Ethics Conference to address corruption in education issues and two follow-on workshops in Ashgabad and Tashkent, as well as a follow-on conference in Tajikistan. In November 2002, EdNet will conduct a region-wide Gender Issues Conference in Tashkent as part of the "Cross-cutting Issues Conference/Workshop" series that include Corruption, Gender and Conflict.

In the summer of 2002, EdNet also facilitated a nation-wide, merit-based testing program for Kyrgyzstan to determine the 5000 grant winners for enrollment in the country's higher education institutions. This process was intended to bring transparency into the testing process and improve opportunities for rural applicants to receive scholarships to universities. This test and the related administration process were completed jointly with the assistance of a key sub-contractor, American Councils for International Education (ACCELS).

EdNet is also beginning to help regional universities in their fund raising efforts and in developing connections with international university administrators.

To support their efforts at improving education quality, EdNet provides members with direct material grants and technical assistance through the project. Textbooks and equipment are provided on a competitive basis to member universities. EdNet experts are also beginning to work with a small number of member institutions to develop their information systems and faculty/staff capabilities to create an e-learning network. One of the biggest goals of this new initiative, the distance learning network (DLN), is developing a sustainable marketplace in Central Asia for distance education courses that would allow students to receive higher education via Internet and other distance learning methods. This component is one of the newest in the project and it has only been initiated in the summer of 2002.

Partners and counterparts in Central Asia:
- EdNet member institutions
- Ministries of Education of the five republics (closest collaboration with the Ministry of Education of Kyrgyzstan, Kazakhstan and Uzbekistan),
- Central Asian Foundation for Management Development (CAMAN),
- American Councils for International Education (ACCELS)(EdNet sub-contractor)

The implementing partner can provide the team with a list of contact persons in the governments.

Sustainability: The project works to create a solid base of qualified faculty and administrators that will carry on the principles of economics and business education, and will promote intellectual exchange and networking throughout the region and abroad. The financial sustainability of the Resource Center and its activities will be attained through annual membership contributions as well as fundraising. A fee schedule for membership and a focused fund-raising plan are intended for introduction in FY 2003. Limited fund-raising has been conducted to date primarily to fund seminars, workshops and conferences. Future fund-raising is aimed more at a capital campaign and specific project elements that are considered sustainable beyond the USAID funding.

Background materials, such as the Scope of Work for the activity and the Benchmark Matrix, are attached. In addition, an Assessment of the Business Education in Central Asia by Mac Destler may be provided to the contractor upon request (this assessment was used by USAID/CAR to design the EdNet activity).

Evaluation Purpose

Since its start-up in January 2001, EdNet has been operating successfully, and has met or exceeded its benchmarks and tangible results. However, we feel that a thorough evaluation is necessary to determine objectively whether this activity is effective in meeting its overall goal of improving the economics and business higher education in Central Asia. This evaluation will inform USAID's decision regarding the extension of this program for the second optional year (December 2003 – December 2004). In case of a positive determination, USAID will use recommendations of this evaluation to further improve and/or modify this program.

The evaluation should:

-   Assess the effectiveness of the project in achieving results
-   Assess the impact of the activity on the development of higher education in Central Asia
-   Identify lessons learned from the nation-wide testing initiative in Kyrgyzstan
-   Examine the issue of EdNet sustainability: what are the prospects for sustaining the activities currently carried out by the resource network?
-   Make recommendations about which components need to be strengthened or otherwise modified

More specifically, the evaluation will include the following questions:

1. Membership and networking

    1) How has the level of intellectual exchange among HEIs in the region grown since the beginning of the project? If there has been such growth, how has it contributed to strengthening the economics and business education departments?
    2) Do all member institutions, and their employees have equal opportunity to use the resources of the Network that apply to their category of membership?
    3) Is the level of assistance member institutions receive from the country resource centers adequate to the level of funding the centers get?
    4) Is there evidence that seminars and conferences are a tool of long-term networking development?
    5) How does the size of the membership (over 260 members) affect its operations? How significant is the contribution of member institutions to the network?

2. Capacity building

1) How useful are the educational materials (CD-ROMs, equipment and textbooks, case studies) to the member institutions? How are they used in class? Do all professors have access to these materials?

2) EdNet provides grants for economic research. How useful is the research to member institutions?

3) EdNet conducts Case Writing competitions. How are the winner case studies used: are they included in course program of the researcher? How many, if any, other HEIs use the case studies developed through this program and what is their opinion? How useful are case studies compared to other educational materials?

4) How does the EdNet Academy (training for professors), and the fellowships and grants program affect the quality of teaching? Have there been any changes / improvement in course content as a result of professor training?

5) What has been the impact of the VIP program? Is there evidence that the work of VIPs has strengthened faculty or student knowledge in their area? Have there been any improvements in the work of VIP host departments?

6) How does the selection process used for scholarship programs permit selection of the best-qualified candidates? Is there a mechanism in place to follow up with the trainees and check the effectiveness of the training accomplished? If yes, how are the results of such follow-ups used?

7) What are perceived to be the most useful services of EdNet? By professors? By administrators?

3. Nation-wide Testing Initiative in Kyrgyzstan

1) What were the positive and negative effects of the Testing Initiative on the education system? What are the lessons learned?

2) What external factors may have influenced the testing initiative? What can be done to minimize the negative external influence?

3) Has there been any change in perceptions of transparency in higher education in Kyrgyzstan as a result of this initiative?

4) Is there evidence that this initiative may be replicated in other countries of the CAR?

4. Long-term sustainability

1) Given the environment, is the project's sustainability plan realistic? Is there a need for sustaining the resource network structure in its current form?

2) What else can be done to ensure that EdNet members have the capacity to further improve the education system once USAID funding is over?

3) How effective are the project's fundraising efforts? Can the relationships with the project's sponsors be characterized as long-term?

4) How many members are expected to retain their membership once the membership fee is instituted?

The contractor is not limited to this set of questions. Additional questions may be suggested as appropriate.

Methods

The contractor may use a variety of evaluation methods, including, but not limited to, a mini-survey of a representative sampling of the faculty and students of EdNet member institutions, and key informant interviews and/or focus group discussions in the universities, the Central Asian Foundation for Management Development (CAMAN), and the Ministry of Education of Kyrgyzstan, Kazakstan,

Tajikistan and Uzbekistan. Additional or alternative evaluation methods may be suggested by the contractor. Prior to field evaluations, the contractor will examine and analyze existing project documents, such as the Scope of Work and the Benchmark Matrix (Attachments A & B).

Given the regional nature of the project, the contractor will need to travel once to each of the five Central Asian countries.

Whenever possible, data should be disaggregated by country (including by rural vs urban areas) and by gender.

The contractor will discuss information needs and data collection techniques with USAID shortly upon arrival, and submit a data collection and analysis plan, including a sampling plan, before fieldwork begins.

Team Composition

The evaluation team may include two expatriate evaluators and two local evaluators with training and experience in data collection and analysis. Knowledge of evaluation techniques and methods commonly used in USAID, as well as prior experience in USAID evaluations is required. Thorough knowledge and understanding of the education sector and issues in economic education in transition economies is critical. It is essential for the team to have teaching experience in higher education institutions, particularly in business and economics. Spoken Russian and/or any of the Central Asian languages is desirable. Strong writing skills and oral presentation skills are a necessity.

The contractor may recruit experts from local organizations having the evaluation capacity to serve on the team. Eurasia Foundation has recently conducted training for local evaluators and therefore may serve as a resource for finding qualified local professionals. In addition, a number of local firms such as the Center for Sociological Research regularly conduct sociological studies in the region.

The CTO for the EdNet project will supervise the evaluation.

Time Frame

The evaluation process will take approximately seven weeks, starting January 27, 2003. This time frame will include: approximately one week of document review and planning at the home office, one day in Almaty for meetings with USAID/CAR, four weeks of intensive data collection in the field, and two weeks for analyzing data and preparing the final report. The draft report will be presented orally to a group invited by USAID/CAR the week of March 7, 2003. The final report is due to USAID on March 21, 2003.

Reporting Requirements

Within the first ten days of the contract, the contractor shall discuss with USAID staff plans for conducting the evaluation, including data collection activities, logistics and staff support, and a tentative outline for the final report. The contractor will inform USAID when each stage of the evaluation is begun and completed, and report on any problems that may delay completion of the final report.

Five copies of a final report in English will be submitted to USAID on or before March 21, 2002. The report should include the following:

1. Executive summary of principal conclusions and findings pertaining to the questions stated in the scope of work;

2. A brief discussion of data collection methodology (a more detailed presentation of methodological issues should be included as an appendix);
3. A thorough discussion of study findings and conclusions, including supporting evidence such as tables or graphics.
4. Recommendations for program improvements.

The report should be 15-25 pages long, double-spaced, 12-point. Additional materials should be attached as annexes. Additional materials will include the scope of work, the evaluation plan, copies of field notes, interview protocols and questionnaires.

Selection Criteria:

Firms under the CDIE Evaluation IQC are requested to submit a proposal to provide services for this evaluation. This is a Tier 2 selection. Personnel qualifications and schedule of availability will determine selection.

The proposal should list staff proposed for this task order; including their resumes. The qualifications and experience of expatriate team members will be the major factor used in selecting a firm.

1. Expertise in higher education and particularly higher education in economics and business
2. In-depth knowledge and understanding of issues and challenges in higher education in CIS
3. Knowledge of evaluation methods and techniques and experience in USAID evaluations
4. Work experience in the region or CIS
5. Previous teaching experience in higher education institutions
6. Knowledge of Russian and/or any of the Central Asian languages

The proposal should specify the team configuration and the role of each team member throughout the evaluation process, and explain how the proposed configuration of experts will serve to produce high-quality results.

APPENDIX B
EDNET ACHIEVEMENTS

APPENDIX B

EXHIBIT 1

EdNet Achievements

EdNet has been active for slightly more than 2 years. During that period, EdNet has organized and conducted approximately 150 activities that have directly affected over 5000 professors. It is estimated that these professors have taught about 50.000 students in the Central Asia region.

Major international conferences:

- First Annual EdNet Conference – Almaty
- Accreditation Conference –Bishkek
- Ethics Conference– Almaty
- Accreditation Conference – Almaty
- Second Annual EdNet Conference – Bishkek
- Ethics Conference – Dushanbe
- Gender Conference – Tashkent

Seminars for faculty and administrators:

- 3 case-use seminars in Almaty and Tashkent
- 6 business-planning seminars in Kazakhstan
- 5 computer-training courses in Almaty
- 25 VIP seminars in Almaty, Ashgabat, Bishkek, Dushanbe, Ferghana, Jalal-Abad, Karaganda, Khujand, Namangan, Nukus, Osh, Samarkand, Shymkent, Tashkent, Uralsk and Ust-Kamenogorsk
- 4 public seminars in Almaty and Ashgabat

Summer schools:

EdNet offered seven summer school courses in 2001 for 176 professors, who in turn had an impact on approximately 42,240 students. Five courses were conducted under EdNet's own plan and two accounting courses were conducted in cooperation with Pragma in Bishkek and Almaty.

Visiting International Professor (VIP) Program:

- 17 Visiting International Professors in 2001 worked directly with 75 university professors to improve their teaching methods and their knowledge of content areas. The VIPs taught courses to approximately 3,454 undergraduate and graduate students
- VIP professors are staffing EdNet Academies and are teaching a total of approximately 200 professors who, in turn, will provide net knowledge, ideas and methods to about 43,000 students.
- The VIP program has supported grants of equipment and texts totheir host universities. This aspect of the program has directly affected 80 CAR professors, and approximately 300 other professors who receive secondary benefits from the materials, plus about 19,000 students who are in the classes of these professors.

Grants:

- Two grant competitions in economic research (8 winners) and case writing (22 winners).
- Grant competition for textbooks and equipment for EdNet members results in the distribution, to 25 EdNet member institutions, of equipment (S50,000), and textbooks (S50,000), to 50 EdNet members. It is estimated that these grants have served about 2,250 professors and 67,500 students in the first year following the grants.
- CAMAN received a grant of S10,000 (cash and equipment) to publish The CAMAN Herald, a quarterly journal that reaches 500 professors and HEIs, and about 30,000 students.

Fellowships and Scholarships:

- 22 professors and rectors traveled to a major conference on management education in Bangkok
- 7 faculty attended the New Economic School (Moscow) to study for a masters degree in economics
- 41 faculty attended courses at regional EdNet HEIs
- 2 professors traveled to the United States for research

Exhibit 1
EdNet Activities 2001 - 2003

Date	Academic Event type	Location		Ppts
2001				
April 23-24	First RNEBE annual conference	Almaty	KZ	144
June - August	Summer School	Almaty, Bishkek	KZ, KG	183
August 14 - 19	Case study seminar (in cooperation with CAMAN)	Almaty	KZ	34
September 12 - 14	Using Case method in teaching business and economics Seminar	Taskent	UZ	46
September 19, 21	Modern educational technology (VIP Kubenov additional seminar)	Osh	KG	8
September 26	Successful lecture (VIP Kubenov additional seminar)	Osh	KG	9
October 1 - December 22	Training for Trainers on Use of Business Software			
October 3, 17, 24	Use of social competency toolkit (VIP Kubenov additional seminar)	Osh	KG	8
October 13	VIP - 01 Seminar	Almaty, Bishkek, Tashkent	KZ, KG, UZ	119
November 2 - December 25	Case Study as a method of teaching (VIP Satarkulova additional seminar)	Nukus	UZ	80
November 25 - 27	International Conference: "Accreditation by International Standards: Developing Academic Quality in Higher Education"	Bishkek	KG	126
November 31 - December 1	VIP - 02 Seminar	Bishkek, Dushanbe, Fergana, Osh, Shymkent, Uralsk	KG, TJ, UZ, KG, KZ, KZ	206
December 21 - 22	Case Study Writing Workshop	Almaty	KZ	26
2002				
January 14 - 18	Case writing:Theory and practice Seminar (in cooperation with CAMAN)	Tashkent	UZ	39
February 2 - 4	Workshop on Economic Research	Almaty	KZ	31
February 16 - May 16	Computer Courses (Microsoft Office) on a regular basis	Almaty	KZ	50
February 27 - 28	Seminar: The rules and procedures of EQUIS - CAMAN pilot accreditation (in cooperation with CAMAN)	Almaty	KZ	32
March 9	VIP - 03 Seminar	Ust-Kamenogorsk Bishkek, Dushanbe, Samarkand, Ashgabad	KZ, KG, TJ, UZ, TM	164
March 16- April 13	Methodical seminar: Use of interactive teaching methods in learning process (VIP Leontieva additional seminar)	Ust-Kamenogorsk	KZ	80
March 18,19	International Conference: Ethics in Business and Economics: Challenges for Higher Education	Almaty	KZ	236
March 27-29	Guest Lecture: All You Need is Private Property Rights (VIP Prebble)	Shymkent	KZ	
April 12	Seminar: Prospectives of securitites market in Tajikistan (VIP Nartaev additional seminar)	Dushanbe	TJ	
April 29	Seminar: Modern aspects in education (VIP Nartaev additional seminar)	Dushanbe	TJ	
April 29, 30	EdNet Second Annual Conference: New approaches in teaching business and economics	Bishkek	KG	213
May 4, 11	VIP - 04 Seminar	Karaganda, Jalalabad, Khujand, Namangan, Nukus, Ashgabad	KZ, KG, TJ, UZ, TM	230
May 7	Guest Lecture: Expansion of Corporations	Almaty	KZ	
May 10	Seminar on Teaching of Money and Banking (VIP El Nasser additional seminar)	Ashgabad	TM	

Exhibit 1
EdNet Activities 2001 - 2003

Date	Academic Event type	Location		Ppts
2001				
	Seminar on Strategic Marketing and Marketing Research (VIP Leontieva Additional seminar)	Ashgabad	TM	
May 13	Guest Lecture at International scientific-practical conference "National economy of the Republic of Kazakhstan in the conditions of globalization" (Popovic)	Almaty	KZ	
May 18	Seminar: Organization of Consulting Centers at Business Schools (VIP Mete Durdag additional seminar)	Tashkent	UZ	
May 20-21	International conference: Ethics aspects of education technology implementation (follow on activity of Technological Institute)	Dushanbe	TJ	92
May 25 - 26	VIP Retreat	Samarkand	UZ	16
May 29	Conference on Accreditation (CAMAN+EdNet)	Almaty	KZ	
June 30	Participation in supervising National Standatization Testing	Bishkek	KG	
June 30 - July 3	Developing Critical Thinking Skills in the Classroom (ACCELS+EdNet)	Ashgabad	TM	
July 18-19	Public Accreditation in Central Asia: experience and prospects (CAMAN+EdNet)	Almaty	KZ	35
October 2, 7, 8, 11	Opening of Educational Network Academy and Resource Centers	Almaty, Bishkek, Tashkent, Dushanbe, Ashgabad	KZ, KG, TJ, UZ, TM	
September 8 - 11	Developing Critical Thinking Skills in the Classroom (ACCELS+EdNet)	Ashgabad	TM	
September - December	Computer Courses (Microsoft Office) on a regular basis	Almaty	KZ	56
October 5	VIP - 05 seminar	Almaty, Bishkek, Tashkent	KZ, KG, UZ	167
October 14-18	Developing Critical Thinking Skills in the Classroom	Bishkek	KG	
October 15 - 16	Roundtable for university administrators: Ethics in business and economics: challenges for higher education	Ashgabad	TM	31
October 28-31	Training workshop for university faculty: Ethics in business and economics: challenges for higher education	Tashkent	UZ	35
November 2	Seminar: Economic Research presentations	Almaty	KZ	57
November 12-13	International conference: The state of gender issues research and teaching in Central Asia: challenges for higher eduation	Tashkent	UZ	135
November 18-20	First EdNet Conference on Distance Learning in Central Asia	Almaty	KZ	
November 25-26	Business Planning Skills	Dushanbe	TJ	
December 1 - 4	Developing Critical Thinking Skills in the Classroom (ACCELS+EdNet)	Ashgabad	TM	
December 14	VIP - 06 seminar	Almaty, Bishkek, Dushanbe, Tashkent	KZ, KG, TJ, UZ	186
December 16-17	Roundtable: The experienes of writing and teaching cases in Central Asian reality	Tashkent	UZ	21
2003				
January 13 - March	Computer Courses (Microsoft Office)	Almaty	KZ	
January 18	Accounting Seminar on Use of national and international standards in teaching Accounting and Audit courses	Tashkent	UZ	42
February 5 - 7	Additional seminars by VIP William Prebble, Maira Ussabayeva, Regional Academic Director Dina Mukhamedkhan	Ashgabad	TM	105
February 8	VIP - 07 seminar	Astana, Ashgabad, Dushanbe, Jalal-Abad, Karshi	KZ, TM, TJ, KG, UZ	231
February 22	Seminar on Microeconomics	Tashkent	UZ	45

February 26	Follow on seminar-training on gender teaching materials development	Almaty	KZ	19
February 27	Gender research and teaching in Turkmenistan: higher education challenges	Ashgabad	TM	18
February 28	Conference: Business education and globalistion: prospectives for CAR (EdNet + UIB)	Almaty	KZ	111
February 28	Gender follow on seminar	Tashkent	UZ	9
March ???	Gender follow on seminar	Bishkek	KG	26
March 29	Research Methodology seminar	Almaty	KZ	30
April 12-13	Seminar on Strategic Approaches to Quality education and international accreditation (EdNet + CAMAN)	Tashkent	UZ	55
April 14 - 15	EdNet third annual conference: New approaches in teaching business and economics	Tashkent	UZ	300
May 24	VIP - 08 Seminar	Atyrau, Osh, Kulab, Bukhara, Ashgabat	KZ, KG, TJ, UZ, TM	
October 6 - 7	Second DLN Conference	Astana	KZ	
October 11	VIP - 09 seminar	Semipalatinsk, Bishkek, Khudjant, trmez, Ashgabat	KZ, KG, TJ, UZ, TM	
December 13	VIP - 10 seminar	Uralsk, Kara-kol, Kurgan-tobe, Samarkand, Ashgabat	KZ, KG, TJ, UZ, TM	

APPENDIX C
METHODOLOGY

Appendix C

METHODOLOGY

Preliminary Activities

The evaluation team initially focused on developing an understanding of the features of participating EdNet institutions, to provide a basis for identifying appropriate data collection activities For example, the team reviewed EdNet membership information and reorganized the available data to develop ranked institutional information in terms of, for example, number of students (Economics vs. Business), inventory of library and computer facilities, size and scholarly activities of faculty (Economics vs. Business), and level of EdNet activity.

Field activity commenced somewhat earlier than scheduled. The evaluation team wanted to develop a preliminary sense of usefulness of questions to be posed to EdNet members. Mr. McConnell interviewed representatives of the many of the "most active" EdNet members in Kyrgyzstan, and Mr. McKibbin has interviewed representatives of several of the most active EdNet members in Kazakhstan. Approximately 75 percent of EdNet institutional members are in Kazakhstan and Kyrgyzstan. And in both countries, approximately 12 institutions account for most of the EdNet participation. The preliminary reviews resulted in substantial changes in the structure and sequence of questions posed in the questionnaires that were ultimately distributed to representatives of EdNet institutional members.

Sample Selection and Questionnaire Distribution

Given the importance of generating responses that will reflect the impact of EdNet across the five CAR countries, the evaluation team initiated and tested a listserv-based mailing list (EdNetExchange) that can contact, simultaneously, 225 EdNet members – approximately 85 percent of the total EdNet membership. The mailing list was used to administer a questionnaire, and to collect responses to the questionnaires.

To collect information bearing on the primary questions presented in the Statement of Work, questionnaires were distributed to all members of EdNet with working e-mail addresses. Questionnaires were also collected from faculty members currently enrolled the EdNet Academy in their respective countries – Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan. To address questions pertaining to the Kyrgyz testing program, a questionnaire was distributed to all Kyrgyzstan EdNet members that have working e-mail addresses.

Prior to distributing the questionnaires by e-mail, an introductory letter (in both English and Russian) from the visiting team was sent to all EdNet members on the EdNetExchange mailing list. Similarly, prior to sending the questionnaire to Kyrgyz EdNet members, an introductory letter (in both English and Russian) was sent to each Kyrgyz EdNet member.

Data Collection Methods in SOW Activity Categories

The Statement of Work (SOW) provides questions in four categories. Some of the questions are multiple questions. In the sections that follow, each separate question is identified. The evaluation methods to be employed differ somewhat across the categories.

Membership and Networking (6 questions)

Most questions in this category have been addressed using a questionnaire administered to representatives of EdNet institutions. Evidence related to question 6 (How does the size of the membership affect its operation?) and question 7 (How significant is the contribution of members institutions to the network?) has been collected during interviews with EdNet administrators and members of the EdNet Board of Advisors, during the EdNet Third Annual Conference in Tashkent.

Capacity Building (7 questions)

36

All questions in this category are addressed using information from responses to a questionnaire administered to representatives of EdNet institutions. One finding from the early field work is that the primary EdNet institutional contact (via e-mail) is often not the primary educational administrator in the institutions..

Nation-wide Testing in Kyrgyzstan (6 questions)

Two information-collection activities provided information to response to these questions. Initial information has been collected from individuals in Kyrgyzstan who have been directly involved with the testing program. Professor Camilla Sharshekeva, Provost of the American University-Central Asia, one of the initial advocates of the program, provided a history of the program. Preliminary information was also collected from Todd Drummond, American Councils Country Director in Kyrgyzstan. Mr. Drummond administers the program. Interviews with both individuals have provided a good understanding of the intent and apparent outcomes of the program.

Interviews in Bishkek provided a basis for addressing the testing questions using a questionnaire to EdNet members in Kyrgyzstan. The questionnaires, preceded by an introduction letter (in English and Russian) were distributed to 42 EdNet members in Kyrgyzstan. The questionnaire asked respondents to identify the extent to which the testing program has reduced corruption and increased transparency, has changed methods of teaching in the Kyrgyz Republic, and the extent to which the program has provided broader access to students who would not normally have access to the higher education system in Kyrgyzstan. As well, EdNet members were asked for their personal view of the important of scholarship testing, and to identify any negative consequences of the program.

Long-term sustainability (6 questions)

Questions in this category have been addressed primarily through interviews of EdNet administrators, (including grants administrators) and members of EdNet Boards of Advisors. Sustainability questions (institutional structure and sustainable financing) are currently being discussed at Board meetings, and recommendations of Boards will be presented at the EdNet annual conference in Tashkent (April 14-15, 2003). Professor McKibbin has collected relevant information at that conference.

APPENDIX D
EDNET QUESTIONNAIRES

38

Appendix D

Exhibit 1

Questionnaire in English

Questionnaire for Administrators of EdNet Member Institutions

1. Are you the primary EdNet representative in your institution? Yes _____ No _____

    If no, please forward this questionnaire to your primary EdNet representative.

2. If yes, please check the title that best reflects your position in your institution:

_____ Rector	_____ Dean of Business
_____ Pro-rector	_____ Dean of Economics
_____ Professor	_____ International Relations
	_____ Other Administration (Please specify _____)

To provide some general information about your institution, please check the most correct answer:

3. Is your institution a Higher Education Institution? _____ Training Center? _____ NGO? _____

4. Is your institution a Public/State institution? _____ Private institution? _____ Other? _____

5. In which country is your institution located?   _____ Kazakhstan   _____ Turkmenistan
                                                       _____ Kyrgyzstan   _____ Uzbekistan
                                                       _____ Tajikistan

6. In which city is your institution located? _____

To provide a profile of participants in your institution, please provide estimated numbers in the following four questions

7. Approximately how many of your students are:

    Business Students _____ Economics Students _____ Not Applicable _____

8. Approximately how many of your faculty members are:

    Business Faculty _____ Economics Faculty _____ Not Applicable _____

9. Does your institution have formal academic partnerships (for example, faculty and student exchange agreements) with other universities in Central Asia?

    Yes _____ No _____ If "Yes", approximately how many? _____

10. Does your institution have formal academic partnerships with other universities outside Central Asia?

    Yes _____ No _____ If "Yes", approximately how many? _____

11. Have you (or your representative) attended an Annual EdNet Conference?

    Yes _____ No _____ If "No", will you attend the April 2003 conference? Yes _____ No _____

If yes, did you attend the conference in (1) 2001? Yes _____ No _____

(2) 2002? Yes _____ No _____

12. If you (or your selected representative) attended at least one conference, please rate the usefulness of the conference for:

(a) establishing new academic/intellectual contacts.

_____ Very useful
_____ Useful
_____ Somewhat useful
_____ Of little use
_____ Of no use

(b) cooperating with your EdNet colleagues to improve the environment for business and economic education in the region.

_____ Very useful
_____ Useful
_____ Somewhat useful
_____ Of little use
_____ Of no use

(c) improving your understanding of ways to integrate your institution into the broader (regional, international) academic community.

_____ Very useful
_____ Useful
_____ Somewhat useful
_____ Of little use
_____ Of no use

(d) improving your understanding of the nature, purpose, and requirements of establishing recognized institutional credentials (e.g. accreditation standards).

_____ Very useful
_____ Useful
_____ Somewhat useful
_____ Of little use
_____ Of no use

13. The EdNet system provides several forms of educational materials for faculty use. In general how useful are the EdNet educational materials to your faculty?

_____ Extremely useful
_____ Somewhat useful
_____ Not useful

14. Based on your understanding of the EdNet educational materials provided for use by faculty, please rate (from 1 to 4) the relative importance of EdNet materials to your faculty. (1 = most useful; 4 = least useful).

_____ Textbooks _____ Case Studies _____ CD-ROMS _____ Equipment

15. To what extent are the EdNet educational materials used by your faculty in their classes?

            ____ Material are used extensively.
            ____ Materials are used quite often.
            ____ Material are used infrequently.
            ____ Materials have not yet been used in our classes.
            ____ Not applicable. We have not yet used EdNet educational materials.

16. If your institution has access to EdNet materials. how many of your professors have access to the educational materials?

            ____ All members of faculty have access to the materials
            ____ Most members of the faculty have access to the materials
            ____ Some members of the faculty have access to the materials
            ____ Few members of the faculty have access to the materials

17. EdNet provides Grants for economic research. Have any members of your faculty received grants to support their research?

    ____ Yes   ____ No ____ Do not know

If "No" or "Do not know" please go directly to question 19.

If "Yes", how many? ____

18. How would you describe the usefulness to your institution of the research conducted by your faculty members who have been awarded research grants? That is, would you say that the research:

            ____ has been extremely useful to our institution.
            ____ has been moderately useful to our institution.
            ____ has been a slightly useful to our institution.
            ____ has not been useful to our institution.

19. EdNet conducts Case Writing Competitions. Have any members of your faculty submitted cases to the Competition?

    ____ Yes   ____ No ____ Do not know

If "No" or "Do not know" please go directly to question 23.

If "Yes", how many cases have been submitted in competition? ____

20. Have any members of your faculty submitted cases which have won the competition?

    ____ Yes   ____ No ____ Do not know

If "No" or "Do not know" please go to question 23.
If "Yes", how many faculty members have won the competition? ____

If some faculty members have won more than one time, how many cases written by your faculty have been winners? _____

21. Do members of your faculty who have won the case competition use the cases in their courses?

    ____ Yes   ____ No ____ Do not know
If "No" or "Do not know" please go to question 23.

22. If your faculty members use their winning case study in class, what is your understanding of how the cases are used?

     ____ The case study is the primary pedagogical tool in the class.
     ____ The case study is used as a supplement to a textbook or other materials.
     ____ The case study is used only to provide examples in the class.
     ____ It is not possible to generalize about the way in which case studies are used.

23. What is your judgment of the usefulness of case studies compared with other educational materials?

     ____ Case Studies are always the most useful form of educational materials
     ____ Case studies are sometimes the most useful form of educational materials.
     ____ Cases studies are rarely the most useful form of educational materials.
     ____ Case studies are less useful that other forms of educational materials.

24. The EdNet Academy provides training to improve teaching methods and techniques for professors. In general, do you believe that the training has affected the quality of teaching in your institution?

     ____ Yes   ____ No If "No", please go to question 26.

25. If you believe that the training has affected the quality of teaching, in your judgment how would you describe the results of the training? That is, would you say that training

     ____ has greatly improved the quality of teaching in our institution.
     ____ has resulted in some improvement in the quality of teaching.
     ____ has resulted in little improvement in the quality of teaching.

26. EdNet provides professor training to improve course content. In general, do you believe that the professor training has resulted in improved course content in your institution.

     ____ Yes   ____ No

If "No" please go directly to question 28.

27. Please select the statement that expresses your view of the extent to which course content in your institution has been improved.

     ____ Improvements have been very significant.
     ____ Improvements have been moderate.
     ____ Improvements have been minor.

28. The EdNet program has organized the Visiting International Professor (VIP) program. Have you hosted a VIP at your institution?

     ____ Yes   ____ No If "No" please go to question 32.

29. Based on your experience hosting a Visiting International Professor, how would you characterize the general impact of that hosting experience? That is, would you say that the activities of the visiting professor had

     ____ great impact on our academic programs.
     ____ some impact on our academic programs.
     ____ little impact on our academic programs
     ____ no impact on our academic programs.

30. In terms of specific academic fields/disciplines, would you say that the visiting professor

_____ greatly improved faculty and *student* knowledge in the field of the VIP.
_____ somewhat improved faculty and student knowledge in the field of the VIP
_____ slightly improved faculty and student knowledge in the field of the VIP
_____ did not result in identifiable improvements in faculty and student knowledge

31. As a result of working with the Visiting International Professor, how would you characterize the results of that visit in the host department?

_____ Visit resulted in significant improvement in the work of the host department.
_____ Visit resulted in some improvement in the work of the host department.
_____ Visit resulted in small improvements in the work of the host department.
_____ Visit did not result in any measurable improvements in the host department.

32. In your personal opinion, what have been the 3 most important benefits (if any) of participation in EdNet?

(1) _____

(2) _____

(3) _____

33. In your personal opinion, in the near future what should be the 2 most important objectives of EdNet?

(1) _____

(2) _____

34. If you can generalize, what type of organizations employs the majority of your students after graduation?

_____ Large private companies
_____ Small and Medium-sized enterprises (SMEs)
_____ State-owned enterprises (SOEs)
_____ Non-governmental organizations (NGOs)
_____ Academic institutions

35. Finally, as you know, it is very difficult to identify a specific link between (a) business and economics education and (b) subsequent improvements in the activities of businesses that employ graduates.

Do you believe that improvements in Business and Economics education resulting from EdNet activities (for example, improved teaching methods, training of professors, visiting international professors, grants, exchange opportunities, networking with other institutions) also improve the environment and operations of SMEs in your geographic location?

Yes _____ No _____

If yes, please provide 2 specific observations (suggestions) about the ways that improvements in the operation of SMEs are consequences of improvements in business and economic education.

(1) _____

_____

_____

(2) _____

_____

_____

Thank you for your kind assistance!

After completing this questionnaire, you can return it to EdNet Visiting Team in one of the following ways:

1. The most convenient method for the Visiting Team is for you to attach the completed questionnaire as a Word document in an e-mail message and send to Dr. McConnell (Mac@Maine.edu) or Dr. McKibbin (LMcKibb@AOL.com).

2. Fax the completed questionnaire to the attention of Dr. McConnell at: 7-3272-696-441

3. Deliver the completed questionnaire at the EdNet Conference in Tashkent. You may present the questionnaire to Dr. Dennis McConnell or Dr. Lawrence McKibbin.

4. Mail the completed questionnaire to:

Dr. Dennis McConnell
Education Network (EdNet)
54a Luganskogo Street
Almaty 480051
Kazakhstan

Appendix D

Exhibit 2 – Introduction to questionnaire in English

Greetings to members of the Education Network (EdNet).

I am Dr. Dennis McConnell, formerly of the Maine Business School in the U.S. As I have noted in earlier messages, I and my colleague, Dr. Lawrence McKibbin are conducting an assessment of EdNet activities for the U. S. Agency for International Development (USAID). You may know that USAID is currently funding EdNet activities in the Central Asia region.

As part of the evaluation process, we are asking for your cooperation so that we can learn your opinion of various EdNet activities. Your opinions are the most important part of the evaluation process Thus, we would be most grateful if you, or the appropriate representative in your institution, will complete the questionnaire that follows below. We will use information to review the activities of EdNet, and to make suggestions about possible improvements in the activities and objectives of EdNet.

I will be very grateful if I can receive many responses during the period 7-9 April (early next week). At the end of the questionnaire you will find that you can return the completed questionnaire using several methods. The most convenient method for me is in the form of a Word attachment in an e-mail message. But if that is not possible, other ways are presented.

Thank you in advance for your kind cooperation in this project. The project is very important for the future of the Educational Network.

Please let me know if you have questions.

All the best,
Dennis McConnell

Appendix D

Exhibit 3 – Russian Questionnaire

Анкета для Администрации учебных заведений – членов EdNet

1. Являетесь ли Вы главным представителем EdNet в вашем учебном заведении?

   Да ____ Нет ____ Если нет, пожалуйста, передайте данную анкету главному представителю EdNet

2. Если да, пожалуйста, отметьте ниже то, что лучше всего отражает вашу позицию в вашем учебном заведении:

_____ Ректор	_____ Декат Департамента Бизнеса
_____ Про-ректор	_____ Декан Департамента Экономики
_____ Профессор	_____ Международные Отношения
_____ Другая административная сфера (пожалуйста, укажите _____)	

3. Является ли Ваше учебное заведение ВУЗом? _____
   Центром Обучения? _____ НГО? _____

4. Является ли Ваше учебное заведение общественной/государственной организацией? _____ Частным учебным заведением? _____ Другое? _____

5. В какой стране расположено Ваше учебное заведение?

_____ Казахстан	_____ Туркменистан
_____ Киргизстан	_____ Узбекистан
_____ Таджикистан	

6. В каком городе располагается Ваше учебное заведение? _____

   В целях представления ясной картины о вашем учебном заведении, пожалуйста, предоставьте количественные значения по отношению к следующим вопросам:

7. Приблизительно, сколько студентов учатся по программам:

   Бизнес_____ Экономика _____ Ни одно из двух _____

8. Приблизительное количество преподавателей на программах:

   Бизнес_____ Экономика _____ Ни одно из двух _____

9. Имеет ли Ваше учебное заведение официальные академические партнерские соглашения (например, соглашения по обмену преподавателями и студентами) с другими университетами в Центральной Азии?

   Да _____ Нет _____ Если «Да», укажите их приблизительное количество____

10. Имеет ли Ваше учебное заведение официальные академические партнерские соглашения с другими университетами за пределами Центральной Азии?

Да _____ Нет _____ Если «Да». укажите их приблизительное количество_____

11. Посещали ли Вы (или ваш представитель) Ежегодную Конференцию EdNet?

Да _____ Нет _____ Если «Нет». собираетесь ли Вы посетить конференцию. которая состоится в апреле 2003 г.? Да _____ Нет _____

Если Да. посещали ли Вы конференцию в (1) 2001? Да _____ Нет _____
(2) 2002? Да _____ Нет _____

12. Если Вы (или уполномоченный Вами представитель) посещал по крайней мере одну конференцию, пожалуйста, укажите степень полезности конференции в отношении:

(а) установления новых академических/интеллектуальных контактов.

_____ Очень полезно
_____ Полезно
_____ Полезно в некотором отношении
_____ Полезно в малой степени
_____ Нет никакой пользы

(б) кооперации с вашими коллегами EdNet в целях усовершенствования условий образования в области бизнеса и экономики в регионе.

_____ Очень полезно
_____ Полезно
_____ Полезно в некотором отношении
_____ Полезно в малой степени
_____ Нет никакой пользы

(с) совершенствования понимания путей интеграции Вашего учебного заведения в более крупное (региональное, международное) академическое сообщество.

_____ Очень полезно
_____ Полезно
_____ Полезно в некотором отношении
_____ Полезно в малой степени
_____ Нет никакой пользы

(с) совершенствования понимания сущности, цели и требований для установления признанных знаков отличий учебных заведений (т.е. стандартов аккредитации)

_____ Очень полезно
_____ Полезно
_____ Полезно в некотором отношении
_____ Полезно в малой степени
_____ Нет никакой пользы

13. Система EdNet предоставляет несколько форм образовательных материалов, предназначенных для пользования преподавательским составом. В общем целом, насколько полезными являются образовательные материалы EdNet для ваших преподавателей?

_____ Очень полезны
_____ Полезны в некотором отношении
_____ Не представляют никакой пользы

14. Основываясь на Вашем понимании образовательных материалов EdNet, предназначенных для преподавателей, пожалуйста, укажите степень (от 1 до 4) важности материалов EdNet для ваших преподавателей (1= наиболее полено; 4= наименее полезно).

_____ Учебники _____ Кейс-обучение
_____ CD – диски _____ Оборудование

15. На сколько часто Ваши преподаватели пользуются образовательными материалами EdNet на своих занятиях?

_____ Материалы используются часто и экстенсивно
_____ Материалы используются достаточно часто
_____ Материалы используются нечасто
_____ Ни одно из вышеперечисленного. EdNet материалы еще ни разу не были использованы.

16. Если Ваше учебное заведение имеет доступ к материалам EdNet, какое количество профессоров имеет доступ к образовательным материалам?

_____ Все члены преподаватели
_____ Большинство преподавателей
_____ Небольшое количество преподавателей
_____ Несколько преподавателей

17. EdNet предоставляет гранты на экономические исследования. Получал ли кто-либо из ваших преподавателей гранты в поддержку своих исследований?

_____ Да _____ Нет _____ Не знаю

Если «Нет» или «Не знаю», пожалуйста, переходите к 19 вопросу.
Если «Да», то сколько? _____

18. Как бы Вы оценили степень полезности для Вашего учебного заведения исследований, проведенных Вашими преподавателями и награжденных такими грантами? Иными словами, могли бы вы сказать, что исследования:

_____ являются чрезвычайно полезными
_____ представляют среднюю степень полезности
_____ представляют малую степень полезности
_____ не являются полезными

19. EdNet проводит Конкурсы по Разработке Кейсов (проблем). Представлял ли кто-либо из членов Вашего преподавательского состава свои работы на конкурс?

_____ Да   _____ Нет   _____ Не знаю

Если «Нет» или «Не знаю», пожалуйста, переходите к 23 вопросу
Если «Да», сколько работ было представлено на конкурс? _____

20. Представлял ли кто-либо из членов вашего преподавательского состава работы, которые выиграли на конкурсе?

_____ Да   _____ Нет   _____ Не знаю

Если «Нет» или «Не знаю», пожалуйста, переходите к 23 вопросу
Если «Да», сколько преподавателей выиграли на конкурсе? _____

Если кто-либо из преподавателей выиграл более одного раза, сколько работ, выполненных вашими преподавателями, выиграли на конкурсе?

21. Используют ли преподаватели, которые выиграли данный конкурс свои работы на занятиях?

_____ Да   _____ Нет   _____ Не знаю

Если «Нет» или «Не знаю», пожалуйста, переходите к 23 вопросу.

22. Если ваши преподаватели используют свои выигравшие на конкурсе работы на занятиях, в чем выражается ваше понимание того, каким образом данные работы используются?

_____ Кейс-обучение является главным педагогическим инструментом на занятиях
_____ Кейс-обучение используется в качестве вспомогательного материала к учебнику или другим материалам
_____ Кейс-обучение используется только для того, чтобы предоставить примеры на занятии
_____ Трудно определить направление, в котором используется кейс-обучение.

23. Какова Ваша оценка полезности кейс-обучения в сравнении с другими образовательными материалами?

_____ Кейс-обучение всегда является наиболее полезной формой образовательных материалов

_____ Кейс-обучение время от времени является наиболее полезной формой образовательных материалов

_____ Кейс-обучение редко являются наиболее полезной формой образовательных материалов

_____ Кейс-обучение менее полезно чем остальные формы образовательных материалов

24. Академия EdNet предоставляет тренинг в целях усовершенствования методов и техник преподавания для профессоров. На ваш взгляд, повлиял ли тренинг на качество преподавания в Вашем учебном заведении?

_____ Да   _____ Нет   Если «Нет», пожалуйста, переходите к 26 вопросу.

25. Если Вы считаете, что тренинг повлиял на качество преподавания в Вашем учебном заведении, как бы Вы описали результаты тренинга? Иными словами, могли бы вы сказать, что тренинг

_____ значительно усовершенствовал качество преподавания

_____ привел к некоторому усовершенствованию качества преподавания

_____ привел к незначительному усовершенствованию качества преподавания

26. EdNet предоставляет тренинг для профессоров в целях усовершенствования содержания курсов. Считаете ли Вы, что тренинг для профессоров усовершенствовал содержание курсов в Вашем учебном заведении.

_____ Да   _____ Нет

Если «Нет», пожалуйста, переходите к 28 вопросу.

27. Пожалуйста, выберите то утверждение, которое выражает Ваше видение того, насколько содержание курсов было усовершенствовано в Вашем учебном заведении.

_____ значительные достижения

_____ средние достижения

_____ малая доля достижений.

28. Программа EdNet организовала программу Международного Профессора - Визитера (VIP). Принимало Ваше учебное заведение VIP?

_____ Да   _____ Нет   Если "Нет", пожалуйста, переходите к 32 вопросу.

29. Основываясь на свой опыт по приему Международного Профессора - Визитера, как бы Вы охарактеризовали общее влияние такого опыта? Иными словами, могли бы Вы сказать, что деятельность профессора - визитера имела

_____ значительное влияние на Ваши академические программы
_____ некоторое влияние на академические программы.
_____ малое влияние на академические программы
_____ никакого влияния на академические программы

30. В отношении отдельных академических сфер/дисциплин, могли бы Вы сказать, что профессор - визитер

_____ значительно пополнил багаж знаний преподавателей и студентов в сфере VIP
_____ несколько увеличил багаж знаний преподавателей и студентов в сфере VIP
_____ слегка увеличил багаж знаний преподавателей и студентов в сфере VIP
_____ не привел ни к каким результатам в плане увеличения багажа знаний преподавателей и студентов

31. Как бы Вы охарактеризовали результаты визита VIP на принимающий департамент?

_____ Значительное усовершенствование в работе принимающего департамента
_____ Некоторое усовершенствование в работе принимающего департамента
_____ Незначительное усовершенствование в работе принимающего департамента
_____ Отсутствие каких-либо существенных усовершенствований в принимающем департаменте.

32. Назовите три самых важных, на Ваш взгляд, положительных результата (если такие имеются) участия в EdNet

(1) _____
_____

(2) _____
_____

(3) _____
_____

33. Назовите, какие, на Ваш взгляд, наиболее важные задачи следует поставить перед EdNet?

(1) _____
_____

(2) _____
_____

34. Если у Вас уже сложилось мнение, укажите тип организаций, который нанимает большинство Ваших студентов после окончания?

_____ Крупные частные компании
_____ Малый и Средний Бизнес (SME)
_____ Гос. учреждения (SOEs)
_____ Негосударственные организации (NGOs)
_____ Академические институты

35. И наконец, как Вы знаете, очень трудно определить определенную связь между (а) образованием в области бизнеса и экономики и (б) последовательным усовершенствованием деятельности бизнес - компаний, которые нанимают выпускников.

Верите ли Вы, что усовершенствование образования в области бизнеса и экономика, происходящее в результате деятельности EdNet (например, усовершенствованные методы преподавания, тренинг профессоров, Международный профессор – визитер, гранты, возможности по обмену, налаживание контактов с другими учебными институтами) также улучшают среду и деятельность SME (малого и среднего бизнеса) в Вашем географическом регионе?

Да_____   Нет_____.

Если «Да», пожалуйста, предоставьте описание 2 специфических наблюдений (предложений) в отношении направлений, по которым усовершенствования в функционировании SME явились следствием усовершенствования образования в области бизнеса и экономики.

(1) _____

_____

(2) _____

_____

Спасибо за Вашу помощь!

После того. Как Вы заполните данную анкету, вы можете возвратить ее Команде Визитеров от программы EdNet одним из следующих способов:

1. Наиболее удобным способом для Команды Визитеров является прикрепление заполненной анкеты в виде Word документа в электронном письме д-ру МакКоннел (Mac@Maine.edu) или д-ру МакКиббин (LmcKibb@AOL.com).
2. Факсом (7-3272-696-441) с пометкой "to: Dr.McConnell" (для д-ра МакКоннел)
3. Отошлите заполненную анкету EdNet Конференции в Ташкент. Вы можете направить анкету д-ру МакКоннел или д-ру МакКиббин.
4. Отошлите анкету по почте:

д-ру МакКоннел
Образовательная Сеть (EdNet)

ул. Луганского 54 а
Алматы 480051
Казахстан

Appendix D

Exhibit 4

Questionnaire in Russian

Приветствую всех членов Образовательной Сети (EdNet)!

Меня зовут д-р Денис МакКоннелл и прежде я представлял Майне Бизнес Школу (Maine Business School), США. Как я уже указывал в предыдущих письмах, я и мой коллега - д-р Лауренс МакКиббин в настоящее время работаем над анализом деятельности EdNet для Американского Агентства по Международному Развитию (USAID). Возможно, вы знаете о том, что ЮСАИД (USAID) в настоящее время финансирует деятельность EdNet в Центрально-Азиатском регионе.

В связи с необходимостью в завершении настоящей стадии процесса анализа, мы просим вас о кооперации в отношении предоставления вашего мнения о различных видах деятельности EdNet. Ваше мнение является наиболее важной частью процесса анализа. Мы были бы очень Вам признательны, если вы или соответствующий представитель в вашем институте заполните прилагаемую анкету. Представленная Вами информация будет использована в целях обзора деятельности EdNet чтобы внести предложения по усовершенствованию деятельности и задач EdNet.

Я буду очень Вам благодарен, если смогу получить от вас как можно большее количество ответов в течение периода с 7 по 9 апреля (начало следующей недели). В конце анкеты вы найдете информацию о методах предоставления заполненной анкеты. Самым предпочтительным методом для меня является предоставление вами заполненной анкеты в форме Word приложения по электронной почте. Если же такой метод вам не удобен, используйте, пожалуйста, какой-либо из других предлагаемых методов.

Заранее благодарю Вас за ваше сотрудничество в данном проекте. Данный проект является крайне важным для будущего Образовательной Сети.

Пожалуйста, обращайтесь ко мне, если у вас возникнут какие-либо вопросы.

Удачи Вам!
Денис МакКоннел

Appendix D

Exhibit 4

Introduction to Questionnaire in Russian

Приветствую всех членов Образовательной Сети (EdNet)!

Меня зовут д-р Денис МакКоннелл и прежде я представлял Майне Бизнес Школу (Maine Business School), США. Как я уже указывал в предыдущих письмах, я и мой коллега - д-р Лауренс МакКиббин в настоящее время работаем над анализом деятельности EdNet для Американского Агентства по Международному Развитию (USAID). Возможно, вы знаете о том, что ЮСАИД (USAID) в настоящее время финансирует деятельность EdNet в Центрально-Азиатском регионе.

В связи с необходимостью в завершении настоящей стадии процесса анализа, мы просим вас о кооперации в отношении предоставления вашего мнения о различных видах деятельности EdNet. Ваше мнение является наиболее важной частью процесса анализа. Мы были бы очень Вам признательны, если вы или соответствующий представитель в вашем институте заполните прилагаемую анкету. Представленная Вами информация будет использована в целях обзора деятельности EdNet чтобы внести предложения по усовершенствованию деятельности и задач EdNet.

Я буду очень Вам благодарен, если смогу получить от вас как можно большее количество ответов в течение периода с 7 по 9 апреля (начало следующей недели). В конце анкеты вы найдете информацию о методах предоставления заполненной анкеты. Самым предпочтительным методом для меня является предоставление вами заполненной анкеты в форме Word приложения по электронной почте. Если же такой метод вам не удобен, используйте, пожалуйста, какой-либо из других предлагаемых методов.

Заранее благодарю Вас за ваше сотрудничество в данном проекте. Данный проект является крайне важным для будущего Образовательной Сети.

Пожалуйста, обращайтесь ко мне, если у вас возникнут какие-либо вопросы.

Удачи Вам!
Денис МакКоннел

APPENDIX E
TABULAR ANALYSIS OF EDNET CONFERENCES

Appendix E

EXHIBIT 1

Usefulness of EdNet Educational Material
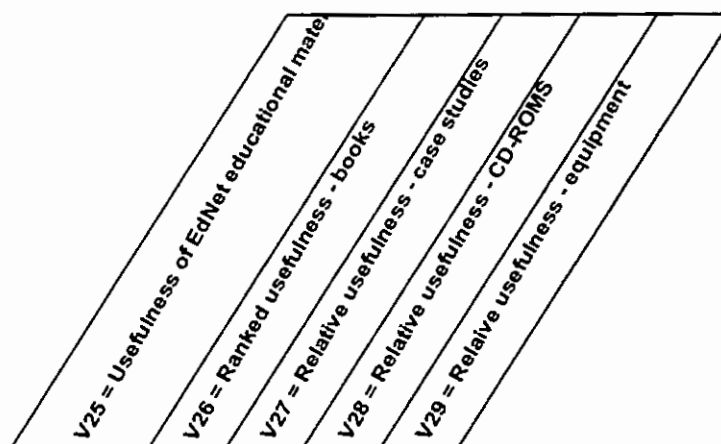
	V25 = Usefulness of EdNet educational material	V26 = Ranked usefulness - books	V27 = Relative usefulness - case studies	V28 = Relative usefulness - CD-ROMS	V29 = Relative usefulness - equipment
Sample Average	1.42	1.59	2.15	2.68	1.86
Kazakhstan Average	1.65	1.81	2.19	2.63	2.07
Kyrgyzstan Average	1.46	1.38	2.08	2.50	1.67
Tajikistan Average	1.08	1.56	1.88	2.75	1.88
Turkmenistan Average	2.00	1.50	2.75	3.50	2.25
Uzbekistan Average	1.21	1.57	2.14	2.62	1.67

Rating scale for V25 - Usefulness of EdNet educational material

1 = Extremely useful
2 = Somewhat useful
3 - Not useful

Rating scale for V26 - V29 - Ranked usefulness of EdNet educational material

| 1 = most useful | ⟶ | 4 = least useful |
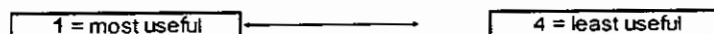
APPENDIX E

EXHIBIT 2

Opinions Regarding EdNet Conferences

	V21 = Conference useful for academic contacts	V22 = Conference useful to improve education en	V23 = Conference useful for international integrat	V24 = Conference useful to learn accreditation st
Overall Average (n = 40)	1.61	1.50	1.64	1.65
Kazakhstan (n = 9)	1.43	1.14	1.71	1.88
Kyrgyzstan (n = 10)	1.80	1.70	2.00	1.50
Tajikistan (n = 10)	1.44	1.44	1.33	1.67
Turkmenistan (n = 3)	1.67	1.67	1.67	1.50
Uzbekistan (n = 8)	1.71	1.57	1.43	1.50

Rating Scale for V21 - V24: Relative usefulness of selected EdNet activities

        1 - Very useful
        2 = Useful
        3 = Somewhat useful
        4 = Of little use

APPENDIX E

EXHIBIT 3

Academic Partnerships
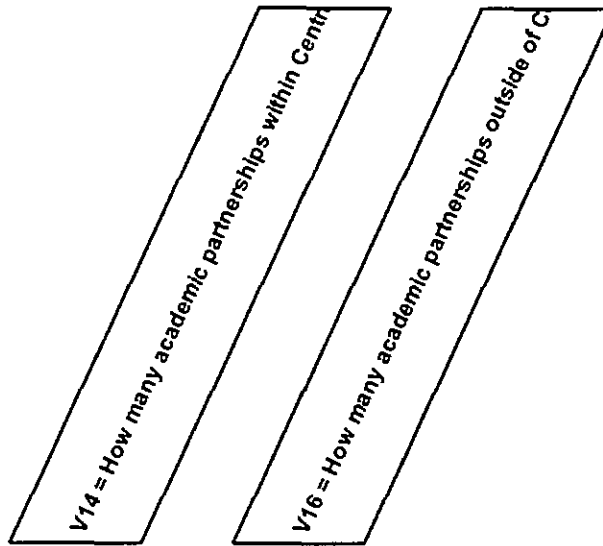
	V14 = How many academic partnerships within Centr	V16 = How many academic partnerships outside of C
Overall Average (n = 47)	3.53	3.79

Kazakhstan (n ≈ 11)	3.63	4.20
Kyrgyzstan (n = 12)	4.13	3.60
Tajikistan (n = 9)	3.00	3.38
Turkmenistan (n = 3)	2.33	6.50
Uzbekistan (n = 12)	3.75	3.33

Forty-seven of 64 (73%) HEIs had at least one academic partnership, either within Cer
or outside of Central Asia. In general, the very large and very small educational instit
have more parthernships that do institutions in the middle size sectors.

59

APPENDIX E

EXHIBIT 4

Improvement in Teaching

V43: Does ENA training improve faculty teaching methods?

	Yes	How much?	No	No response
Kazakhstan (n = 18)	11	1.70	3	4
Kyrgyzstan (n = 15)	10	1.70	4	1
Tajikistan (n = 12)	12	1.83	0	0
Turkmenistan (n = 4)	3	1.67	1	0
Uzbekistan (n = 15)	9	1.56	3	3

EdNet institutional represenatives were asked to indicate whether ENA training improved teaching?
If respondents responded positively, they were then asked to judge the extent to which teaching
had improved, using this rating scale:

> 1 = great improvement noted in the quality of teaching
> 2 = some improvement noted in the quality of teaching
> 3 = little improvement noted in the quality of teaching

V44: Does ENA training improve course content?

	Yes	How much?	No	No response
Kazakhstan (n = 18)	10	1.36	5	3
Kyrgyzstan (n = 15)	11	1.15	2	2
Tajikistan (n = 12)	11	1.00	0	1
Turkmenistan (n = 4)	3	1.25	1	0
Uzbekistan (n = 15)	9	1.18	2	4

EdNet representatives were asked to assess the extent to which ENA training improved course
content. If respondents provided a positive response, they were then asked to judge the extent
to which course content had improved, using this rating scale:

> 1 = improvements have been very significant
> 2 = improvements have been moderate
> 3 = improvements have been minor

APPENDIX E

EXHIBIT 5

Faculty Use of EdNet Materials

	V30 Extent of Use	Average Size of Business Faculty	Average Size of Economics Faculty	V31 Access by all
Kazakhstan (n = 14)	2.43	20	26	1.93
Kyrgyzstan (n = 10)	2.30	30	30	2.00
Tajikistan (n = 12)	1.83	41	44	1.83
Turkmenistan (n = 4)	2.00	17	26	3.00
Uzbekistan (n = 12)	2.42	31	35	1.92

V30: EdNet institutional represented survey were asked to identify the extent to which their faculty used EdNet educational materials (e.g. textbooks, case studies, CD-ROMs).
The response categories were:

1 = materials are used extensively

2 = marterials are used quite often

3 = materials are used infrequent

4 = Not applicable - we have not yet used EdNet material

V31: HEIs with access to EdNet materials were asked how many faculty members had access to the educational materials: The response categories were:

1 = all members of faculty have access to the materials

2 = most members of the faculty have access to the materials

3 = some members of the faculty have access to the materials

4 = few members of the faculty have access to the materialsl

Fifty-two of 64 HEIs (81%) provide sufficient information to complete the tables above. Institutions were deleted from the analysis if respondents failed to provide information for both V30 and V31

APPENDIX E

EXHIBIT 6

Research Grants

Faculty Member Received Research Grant?

	Yes	No	No Response	How many?	
Kazakhstan	2	13	2	2	
Kyrgyzstan	0	14	1	0	
Tajikistan	3	8	1	3	
Turkmenistan	1	2	4	1	
Uzbekistan	2	13	0	4*	
Totals	8	50	8	10	

Fifty-eight of 64 respondents (91%) provided responses to this question. Faculty members in 8 HEIs received grants. One faculty member in Uzbekistan received received three grants.

To provide a sense of the relative impact of the research awards on higher education in the region, the relationship between the number of grants, and the number of students and faculty are summarized below.

	Grants	Business Faculty	Business Students	Economics Faculty	Economics Students
Kazakhstan	2	34	250	25	400
Kyrgyzstan	3	28	354	78	740
Turkmenistan	1	21	215	50	240
Uzbekistan	2	14	752	48	1011

	Grants	Business Faculty	Business Students	Economics Faculty	Economics Students
Totals in 8 HEIs impacted	97	1,571	201	2,391	
Totals in 64 HEI respondents	2,070	16,087	1,683	22,662	

Research Awards	Total Faculty	Total Students
8	3,753	38,749

Research award proportion relative to total faculty and students represented in sample of 64 HEIs

0.213%	0.021%

one-fifth of 1 percent of faculty	one-fiftieth of 1 percent of students

APPENDIX E

EXHIBIT 7

Use of Cases

EdNet Activities and SMEs in Central Asia

EdNet institutional representatives were asked to respond to this question:

> Do you believe that improvements in Business and Economics education resulting
> from EdNet activities also improvement the enironment and operations of SMEs in
> your geographic location.

Respondents could select either "Yes" or "No." Sixty-three of 64 institutional respondents
responded to the question with "Yes." (one non-response).

EdNet institutional representatives were also asked to identify the general nature of organizations
that employed graduates of their institutions. Five categories of companies/organizations were
presented in the questionnaire. Institutional representatives could select the categories that best
reflected the typical employment options for their graduates

	N	Large Private Companies	SMEs	SOEs	NGOs	Academic Institutions		%
Kazakhstan	17	7	9	9	3	4	32	20.51%
Kyrgyzstan	15	8	14	10	7	6	45	28.85%
Tajikistan	12	3	9	10	4	2	28	17.95%
Turkmenistan	4	1	2	4	2	2	11	7.05%
Uzbekistan	15	7	13	9	6	5	40	25.64%
	63	26	47	42	22	19	156	
		16.67%	30.13%	26.92%	14.10%	12.18%		100.00%

APPENDIX F
EdNet Academy Questionnaires

Appendix F
Exhibit 1
Faculty Questionnaire in English

EdNet Visiting Team Questionnaire for Faculty

The purpose of the questionnaire is to collect your opinions about Educational Network (EdNet) activities in your region. In the questions below, please check the answers that best represent your opinion or circumstances.

To provide some general information about you and your institution, please check the most correct answer in the following questions.

1. Is your institution a Higher Education Institution? _____ Training Center? _____ NGO? _____

2. Is your institution a Public/State institution? _____ Private institution? _____ Other? _____

3. In which country is your institution located?
   _____ Kazakhstan   _____ Turkmenistan
   _____ Kyrgyzstan   _____ Uzbekistan
   _____ Tajikistan

4. In which city is your primary academic institution located? _____

5. Do you teach in more that one academic institution? Yes ___ No ___ If "Yes", how many? __

6. What is your primary academic field?

   _____ Accounting _____ Information Systems _____ Other _____
   _____ Finance   _____ Management
   _____ Economics _____ Marketing

7. What is the highest academic degree you have obtained? _____

8. What is your current academic rank in your primary institution? _____

9. Have you attended one or more EdNet Conferences?

   Yes___ No___ If "No" please go to question 14.

10. If "Yes" please rate the usefulness of the conference for establishing academic contacts.

   ___ very useful
   ___ useful
   ___ somewhat useful
   ___ of little use
   ___ not useful

11. Has your participation in conferences resulted in long-term networking/cooperation with colleagues from other institutions?

   Yes___ No___ If "No" please go to question 13.

65

12. If "Yes" what form of networking/cooperation has developed? (please check all that apply)

    ___e-mail exchanges
    ___face-to-face meetings on a regular basis
    ___exchange of educational materials
    ___joint research projects
    ___Other _____

13. How useful was the conference for the development of new teaching materials?

    ___ very useful
    ___ useful
    ___ somewhat useful
    ___ of little use
    ___ not useful

14. Have you used educational materials in an EdNet Country Resource Center (CRC)?

    Yes___ No___ If "No" please go to question 19.

15. If "Yes" how have you accessed the Center?

    ___ personal visits to the Center
    ___ through the EdNet website
    ___ Other (please explain)_____
    _____

16. How useful have the CRC resources been to you in your role as a teacher? ·

    ___ very useful
    ___ useful
    ___ somewhat useful
    ___ *of little use*
    ___ not useful

17. Have you used CRC resources to assist your academic research?

    ___Yes ___No. If "No" please go to question 19.

18. How useful have the CRC resources been to you as a researcher?
    ___ very useful
    ___ useful
    ___ somewhat useful
    ___ of little use
    ___ not useful

19. If you have not used a Country Resource Center, what is the reason? (Please skip this question if you checked "Yes" on question 17.)

    ___ The Center is too far away to visit
    ___ Internet access not available to me
    ___ I have not been informed about materials available at the Center
    ___ I am not permitted access to the Center (explain)_____
    ___ I do not have time to use the Center
    ___ Other (please explain)_____
    _____

20. Do you usually receive advance information about EdNet conferences/seminars soon enough for you to participate?

        Yes___ No___ If "Yes" please go to question 22.

21. If "No" what is the reason?

    ___ Notices are not posted on the EdNet website.
    ___ Information does not get to me from my university administrator.
    ___ I do not have convenient access to the website.
    ___ Notices arrive too late.
    ___ Other (please explain)_____

22. Have you used EdNet materials (text-books, CD-ROMs, cases) in the classes you teach?

        Yes___ No___ If "No" please go to question 24.

23. If "Yes" how useful have EdNet educational materials been for you in your teaching?

    ___ very useful
    ___ useful
    ___ somewhat useful
    ___ of little use
    ___ not useful

24. Have you attended an EdNet VIP seminar? Yes___ No___ If "No" go to question 27.

25. If "Yes" how useful was the experience for you in your role as a teacher?

    ___ very useful
    ___ useful
    ___ somewhat useful
    ___ of little use
    ___ not useful

26. How useful was the experience in your role as a researcher?

    ___ very useful
    ___ useful
    ___ somewhat useful
    ___ of little use
    ___ not useful
    ___ not applicable (I am not doing research)

27. Have you attended EdNet Academy courses? Yes___ No___ If "No" go to question 30.

28. If "Yes" how useful was the experience for you in your role as a teacher?
    ___ very useful
    ___ useful
    ___ somewhat useful
    ___ of little use
    ___ not useful

29. How useful was the experience in your role as a researcher?

    ___ very useful
    ___ useful
    ___ somewhat useful
    ___ of little use
    ___ not useful
    ___ not applicable (I am not doing research)

30. EdNet conducts Case Writing competitions. Have you used winning cases in your classes?

    Yes___ No___ If "No" please go to question 32.

31. If yes, how useful were the cases?

    ___ very useful
    ___ useful
    ___ somewhat useful
    ___ of little use
    ___ not useful

32. Many cases are available on the EdNet website. Have you used any of these cases in your classes?

    ___Yes ___No   If "No" please go to question 35.

33. If yes, how useful were the cases?

    ___ very useful
    ___ useful
    ___ somewhat useful
    ___ of little use
    ___ not useful

34. How are cases used in your classes?

    ____ Case studies are the primary teaching tool in the class.
    ____ Case studies are used to supplement textbook or other materials.
    ____ Case studies are used only to provide examples in the class.

35. What is your judgment of the usefulness of case studies compared with other educational materials?

    ____ Case studies are almost always the most useful form of educational materials.
    ____ Case studies are sometimes the most useful form of educational materials.
    ____ Cases studies are rarely the most useful form of educational materials.
    ____ Case studies are less useful that other forms of educational materials.

36. Visiting International Professors (VIPs) are sometimes available to teach and assist with faculty development. Have you worked with VIPs in your institution?

    ___Yes___No   If "No" please go to question 38.

37. If yes, please rate the overall usefulness of VIPs to you.

    ___ very useful
    ___ useful
    ___ somewhat useful
    ___ of little use
    ___ not useful

38. Please indicate which EdNet services you have used. (Check all that apply)

    ___ Access to the EdNet website
    ___ Cases studies
    ___ Computer training
    ___ Consultations with EdNet staff
    ___ EdNet Academy
    ___ EdNet Conferences
    ___ Resource Center Library resources
    ___ VIP Seminars

39. Please rate EdNet services in terms of their value to you. (1=most important, 8=least important).

    ___ Access to the EdNet website
    ___ Case studies
    ___ Computer training
    ___ Consultations with EdNet staff
    ___ EdNet Academy
    ___ EdNet Conferences
    ___ Resource Center library resources
    ___ VIP Seminars

40. Can you think of any service that EdNet should provide, but is not currently being offered? If so, please identify? _____

_____

_____

41. Members of the EdNet system have identified 11 academic needs that must be addressed to improve teaching effectiveness and research productivity in institutions of higher education in the region. The 11 needs are identified below.

Please rank the needs in order of importance to you. (1 = most important need to be satisfied; 11 = least important need to be satisfied).

_____ Increase networking opportunities with Business/Economics faculty within Central Asia

_____ Increase networking opportunities with Business/Economics faculty outside Central Asia

_____ Increase opportunities for students to participate in exchange programs

_____ Increase opportunities for faculty to participate in exchange programs

_____ Increase the availability of Business and Economics textbooks to faculty and students

_____ Increase the inventory of computers for teaching and research

_____ Increase academic training opportunities for faculty

_____ Increase availability of research grants for faculty

_____ Increase opportunities for faculty to learn new methods and technologies of teaching

_____ Increase the availability of Visiting International Professors

_____ Increase the distance learning infrastructure in the region

---

Thank you for your kind assistance!

After completing this questionnaire, you can return it to EdNet Visiting Team in one of the following ways:

5. The most convenient method for the Visiting Evaluation Team is for you to attach the completed questionnaire as a Word document in an e-mail message and send to Dr. McConnell (Mac@Maine.edu).

6. Fax the completed questionnaire to the attention of Dr. McConnell at: 7-3272-696-441

7. Mail the completed questionnaire to:

> Dr. Dennis McConnell
> Education Network (EdNet)
> 54a Luganskogo Street
> Almaty 480051
> Kazakhstan

Appendix F

Exhibit 2

English Introduction to Questionnaire

Greetings to Faculty Participants in the Education Network (EdNet).

I am Dr. Dennis McConnell, formerly of the Maine Business School in the U.S. I and my colleague. Dr. Lawrence McKibbin, are conducting an assessment of EdNet activities for the U. S. Agency for International Development (USAID). You may know that USAID is currently funding
EdNet activities in the Central Asia region.

As part of the evaluation process, we are asking for your cooperation so that we can learn your opinion of various EdNet activities. Your opinions are the most important part of the evaluation process Thus, we would be most grateful if you will complete the questionnaire in the attachment. We will use information to review the activities of EdNet, and to make suggestions about possible improvements in the activities and objectives of EdNet.

I will be very grateful if I can receive responses during the period 7-10 April (early next week). At the end of the questionnaire you will find that you can return the completed questionnaire using several methods. The most convenient method for me is in the form of a Word attachment in an e-mail message. But if that is not possible, other ways are presented.

Thank you in advance for your kind cooperation in this project. This evaluation project is very important for the future of the Educational Network.

Please let me know if you have questions.

All the best.
Dennis McConnell

Appendix F
Exhibit 3
Faculty Questionnaire in Russian

Анкета, составленная командой визитеров EdNet, для преподавателей

Целью данной анкеты является сбор ваших мнений о деятельности Образовательной Сети (EdNet) в Вашем регионе. В представленных ниже вопросах, пожалуйста, выберите ответы, которые лучше всего отражают Ваше мнение или обстоятельства.

Для того, чтобы предоставить общую информацию о Вас и Вашем учебном заведении, пожалуйста, отметьте самый подходящий ответ на следующие вопросы.

7. Является ли Ваше учебное заведение ВУЗом? _____ Тренинг
   Центром?_____ НГО?_____

8. Является ли Ваше учебное заведение общественным/государственным институтом?
   _____ Частным учебным заведением? _____ Другое? _____

9. В какой стране расположено Ваше учебное заведение?
   _____ Казахстан   _____ Туркменистан
   _____ Киргизстан   _____ Узбекистан
   _____ Таджикистан

10. В каком городе располагается Ваше учебное заведение (первоначально)?_____

11. Преподаете ли Вы в нескольких учебных заведениях? Да _____ Нет _____ Если
    Да, в скольких? _____

12. Назовите Вашу основную сферу преподавания?

    _____ Бухгалтерский учет _____ Информационные системы
    _____ Финансы   _____ Менеджмент
    _____ Экономика   _____ Маркетинг
    _____ Другое _____

13. Назовите Вашу самую высокую академическую степень (квалификацию)?

    _____

14. Назовите Ваш настоящий академический ранг в основном учебном заведении, в
    которым Вы преподаете? _____

15. Посещали ли Вы одну или несколько Ежегодных Конференций EdNet?

    Да _____ Нет _____ Если «Нет», переходите, пожалуйста, к 14 вопросу?

16. Если «Да», пожалуйста, укажите степень полезности конференции для
    установления академических контактов.

    _____ Очень полезно
    _____ Полезно
    _____ Полезно в некотором отношении

_____ Полезно в малой степени
_____ Нет никакой пользы

17. Повлияло ли Ваше участие в конференциях на долгосрочное установление связей/кооперации с коллегами их других учебных заведений?

Да _____ Нет _____ Если «Нет», пожалуйста, переходите к 13 вопросу.

18. Если «Да» какая форма установления связей/кооперации была достигнута? (пожалуйста, отметьте, все, что подходит)

_____ Обмен электронными адресами
_____ Личные встречи на регулярной основе
_____ Обмен образовательными материалами
_____ Совместные исследовательские проекты
_____ Другое _____

19. Какова степень полезности конференций в отношении усовершенствования новых образовательных материалов?

_____ Очень полезно
_____ Полезно
_____ Полезно в некотором отношении
_____ Полезно в малой степени
_____ Нет никакой пользы

20. Использовали ли Вы образовательные материалы в EdNet Ресурсном Центре Страны (CRC) ?

Да _____ Нет _____ Если «Нет», пожалуйста, переходите к 19 вопросу.

21. Если Да, каким способом Вы контактировали с Центром?

_____ Личные визиты в Центр
_____ Через Интернет-страницу EdNet
_____ Другим способом (пожалуйста, поясните)_____
_____

16. Насколько полезными оказались для Вас ресурсы CRC в отношении Вашего преподавания?
_____ Очень полезно
_____ Полезно
_____ Полезно в некотором отношении
_____ Полезно в малой степени
_____ Нет никакой пользы

17. Использовали ли Вы ресурсы CRC в целях Ваших академических исследований?

_____Да _____Нет. Если «Нет», пожалуйста, переходите к 19 вопросу.

18. Насколько полезными оказались ресурсы CRC для Вас в качестве исследователя?

_____ Очень полезно
_____ Полезно
_____ Полезно в некотором отношении
_____ Полезно в малой степени
_____ Нет никакой пользы

19. Если Вы не использовали CRC, назовите причину. (Пожалуйст.пропустите. этот вопрос, если Вы ответили "Да" на 17 вопрос).

_____ Центр находится далеко
_____ Я не имею доступа к сети Интернет
_____ Я не был проинформирован о материалах, доступных в Центре
_____ У меня нет разрешения на доступ к материалам Центра (объясните)
_____
_____ У меня нет времени использовать услуги Центра
_____ Другое (пожалуйста, объясните)_____
_____

20. Получаете ли Вы обычно информацию о EdNet конференциях/семинарах достаточно заблаговременно для участия?

Да _____ Нет _____ Если «Да», пожалуйста, переходите к 22 вопросу.

21. Если «Нет», то по какой причине?

_____ Объявления не размещаются на интернет странице EdNet
_____ Информация не доходит до меня от нашего администратора
_____ Я не имею удобного доступа к интернет-странице
_____ Объявления приходят слишком поздно
_____ Другое (пожалуйста, объясните) _____

22. Использовали ли Вы EdNet материалы (учебник, CD-диски, кейсы) на Ваших занятиях?

Да_____ Нет _____ Если «Нет», пожалуйста, переходите к 24 вопросу.

23. Если «Да», насколько полезными оказались для Вас EdNet материалы в отношении преподавания?

_____ Очень полезно
_____ Полезно
_____ Полезно в некотором отношении
_____ Полезно в малой степени

_____ Нет никакой пользы

24. Посещали ли Вы семинар Международного Профессора- Визитера EdNet?

Да _____ Нет _____ Если «Нет», переходите к 27 вопросу.

25. Если «Да», насколько полезным был для Вас такой опыт как для преподавателя?

_____ Очень полезно
_____ Полезно
_____ Полезно в некотором отношении
_____ Полезно в малой степени
_____ Нет никакой пользы

26. Насколько полезным был для Вас такой опыт как для исследователя?

_____ Очень полезно
_____ Полезно
_____ Полезно в некотором отношении
_____ Полезно в малой степени
_____ Не применимо (я не провожу исследования)

27. Посещали ли Вы Академические Курсы EdNet? Да _____ Нет _____ Если «Нет», переходите к 30 вопросу.

28. Если «Да», насколько полезным был для Вас такой опыт как для преподавателя?

_____ Очень полезно
_____ Полезно
_____ Полезно в некотором отношении
_____ Полезно в малой степени
_____ Нет никакой пользы

29. Насколько полезным был для Вас такой опыт как для исследователя?

_____ Очень полезно
_____ Полезно
_____ Полезно в некотором отношении
_____ Полезно в малой степени
_____ Не применимо (я не провожу исследования)

30. EdNet проводит конкурсы по Описанию Кейсов. Использовали ли Вы выигравшие на конкурсе кейсы на Ваших занятиях?

Да _____ Нет _____ Если «Нет», переходите к 32 вопросу.

31. Если «Да», насколько полезными они оказались на занятиях?

_____ Очень полезно
_____ Полезно
_____ Полезно в некотором отношении
_____ Полезно в малой степени
_____ Нет никакой пользы

32. Многие кейсы доступны на интернет-странице EdNet. Использовали ли Вы какой-либо из данных кейсов на ваших занятиях?

_____ Да _____ Нет   Если «Нет», переходите к 35 вопросу.

33. Если «Да», насколько полезными они оказались на занятиях?

_____ Очень полезно
_____ Полезно
_____ Полезно в некотором отношении
_____ Полезно в малой степени
_____ Нет никакой пользы

34. Каким образом кейсы были использованы на занятиях?

_____ Кейс-обучение является основным преподавательским инструментом на занятиях
_____ Кейс-обучение используется в качестве дополнительного обучающего материала
_____ Кейс-обучение используются только в качестве примеров на занятиях

35. Как бы Вы оценили полезность кейс-обучения в сравнении с другими образовательными материалами?

_____ Кейс-обучение почти всегда является наиболее полезной формой образовательных материалов
_____ Кейс-обучение время от времени является наиболее полезной формой образовательных материалов
_____ Кейс-обучение редко является наиболее полезной формой образовательных материалов
_____ Кейс-обучение менее полезно чем другие формы образовательных материалов

36. Международные Профессоры- Визитеры (VIP) время от времени преподают и помогают развитию преподавательского состава. Работали ли Вы с VIP в Вашем учебном заведении?

_____ Да _____ Нет   Если «Нет», переходите к 38 вопросу.

37. Если «Да», оцените общую степень полезности VIP для Вас.

_____ Очень полезно
_____ Полезно

_____ Полезно в некотором отношении
_____ Полезно в малой степени
_____ Нет никакой пользы

38. Пожалуйста, укажите какими видами услуг EdNet Вы пользовались? (Отметьте все. что подходит).

_____ Интернет- страница EdNet
_____ Кейс-обучение
_____ Компьютерное обучение
_____ Консультации с персоналом EdNet
_____ EdNet Акадмия
_____ EdNet конференции
_____ Библиотечные материалы Ресурсного Центра
_____ Семинары VIP

40. Считаете ли Вы, что есть какие-либо виды услуг, которые также необходимы, но не предоставляются EdNet? Если да, укажите, пожалуйста _____

41. Члены системы EdNet определили 11 необходимых в академическом плане мер, которые должны быть предприняты целях усовершенствования эффективности и продуктивности исследований в ВУЗах в регионе. Данные нужды указаны ниже.

Пожалуйста, укажите степень важности данных нужд на Ваш взгляд. (1= наиболее важно, 11 = наименее важно)

_____ Увеличение возможностей для налаживания связей преподавателей в области Бизнеса и Экономики в рамках Центральной Азии
_____ Увеличение возможностей для налажнвания связей преподавателей в области Бизнеса и Экономики за пределами Центральной Азии
_____ Увеличение возможностей для студентов участвовать в программах обмена
_____ Увеличение возможностей для преподавателей участвовать в программах обмена
_____ Увеличение доступности учебников в области Бизнеса и Экономики для преподавателей и студентов
_____ Увеличение количества компьютерного оборудования для преподавания и исследований
_____ Увеличение возможностей для академических тренингов для преподавателей
_____ Увеличение доступа исследовательских грантов для преподавателей
_____ Увеличение возможностей для преподавателей в изучении новых методов и технологий преподавания
_____ Увеличение количества VIP (Международные Профессора – Визитеры)
_____ Увеличение инфраструктуры дистанционного образования в регионе

Спасибо за Вашу помощь!

После того. Как Вы заполните данную анкету, вы можете возвратить ее Команде Визитеров EdNet одним из следующих способов:

5. Наиболее удобным способом для Визитерской Команды является прикрепление заполненной анкеты в виде Word документа в электронном письме и отсылка д-ру МакКоннел (Mac@Maine.edu)
6. Факсом (7/3272-696-441) с пометкой "to: Dr.McConnell" (для д-ра МакКоннел)
7. Отошлите анкету по почте:

> д-ру МакКоннел
> Образовательная Сеть (EdNet)
> ул. Луганского 54 а
> Алматы 480051
> Казахстан

Appendix F

Exhibit 4

Russian Introduction to Questionnaire

Приветствую преподавателей – участников Образовательной Сети (EdNet)!

Меня зовут д-р Денис МакКоннелл и прежде я представлял Майне Бизнес Школу (Maine Business School), США. Я и мой коллега - д-р Лауренс МакКиббин в настоящее время работаем над анализом деятельности EdNet для Американского Агентства по Международному Развитию (USAID). Возможно, вы знаете о том, что ЮСАИД (USAID) в настоящее время финансирует деятельность EdNet в Центрально-Азиатском регионе.

В связи с необходимостью в завершении настоящей стадии процесса анализа, мы просим вас о кооперации в отношении предоставления вашего мнения о различных видах деятельности EdNet. Ваше мнение является наиболее важной частью процесса анализа. Мы были бы очень Вам признательны, если вы заполните прилагаемую анкету. Представленная Вами информация будет использована в целях обзора деятельности EdNet чтобы внести предложения по усовершенствованию деятельности и задач EdNet.

Я буду очень Вам благодарен, если смогу получить от вас ответы в течение периода с 7 по 9 апреля (начало следующей недели). В конце анкеты вы найдете информацию о методах предоставления заполненной анкеты. Самым предпочтительным методом для меня является предоставление вами заполненной анкеты в форме Word приложения по электронной почте. Если же такой метод не возможен, пожалуйста, какой-либо из других предлагаемых методов.

Заранее благодарю Вас за ваше сотрудничество в данном проекте. Данный проект является крайне важным для будущего Образовательной Сети.

Пожалуйста, обращайтесь ко мне, если у вас возникнут какие-либо вопросы.

Всего наилучшего!
Денис МакКоннел

APPENDIX G
TABULAR ANALYSIS OF EDNET
ACADEMY SURVEY RESPONSES

APPENDIX G

EXHIBIT 1

Networking Consequences of Conferences

		V11 Any networking from conferences?	V12 E-mail exchanges	V13 Face-to-face meetings	V14 Exchange of educational material	V15 Joint research projects	V16	V18 Conference useful for developing new teaching material
Kazakhstan	1		1	1		1		1
	2		1	1		1		1
	3		1	1				1
	4		1	1	1	1		1
	5		2					3
	6		2					2
	7		1			1		2
	8							3
	9		1		1			1
	10			1	1			1
	11		1			1		1
	12		1	1	1	1	1	1
	13		1	1				1
	14		1			1		2
Kyrgyzstan	1		1	1	1	1		1
	2		1		1	1		2
	3							
	4		2	1	1			3
	5							2
	6		1		1	1		2
	7		1	1	1	1		1
	8		1					2
	9		2					1
	10		1			1		3
	11		1	1	1	1		2
	12		1		1	1		1
	13		1	1				2
	14		1			1		2
	15		1			1		3
	16							
	17		1			1		2
Tajikistan	1		1				1	1
	2		2					
	3		1			1		
	4		1	1			1	
	5		1	1	1	1	1	
	6		1	1	1	1	1	
	7		1		1			
	8		2					
	9		2					
	10							
Uzbekistan	1		1	1				2
	2		1					1
	3		1	1	1	1		1
	4		1	1	1	1		1
	5							
	6							
	7		1	1	1			3
	8		1		1	1		2
	9		1	1				
	10		1			1		1
	11		1					1
	12							
	13		1	1				2
	14		2					1
	15		1			1		2
	16		1			1		2
	17		1	1		1		1
	18		1			1		2
		1.66	1.16	22	18	28	6	1.86

1 = very useful
2 = useful
3 = somewhat useful
4 = of little use
5 = not useful

1 = Conference provided networking
2 = No networking resulted

Count of item of networking
69 respondents attended conference
42 reported networking resulted
73 networking activities

APPENDIX G

EXHIBIT 2

Usefullness of EdNet Academy

		How useful for your teaching?	How useful for your research?
		V44	**V45**
Four-country average	n = 199	1.567	2.038

		V44	V45
Kazakhstan	n = 57	1.500	1.973
Kyrgyzstan	n = 58	1.528	2.189
Tajikistan	n = 27	1.706	1.944
Uzbekistan	n = 57	1.600	1.960

		V44	V45
Female average	n = 111	1.603	2.193
Male average	n = 88	1.448	1.843

All respondents were attending an ENA when they responded to the following questions.

1. How useful was the EdNet Academy for you in your role as a teacher? (Variable 44)

2. How useful was the EdNet Academy for you in your role as a researcher? (Variable 45)

Possible responses: 1 = very useful

2 = useful

3 - somewhat useful

4 = of little use

5 = not useful

APPENDIX G
EXHIBIT 3
Usefulness of Country Resource Centers

		V19 - Used CRC educational materials?	V23 - CRC material useful as teacher?	V24 - Used CRC resources in research	V25 - How useful for research?	V38 - Use EdNet materials in your classes?	
Kazakhstan	Yes	29	1.500	21	1.500	40	70%
	No	27		7		17	30%
	No Response	1		29			
Kyrgyzstan	Yes	32	1.645	20	2.100	41	71%
	No	23		12		13	22%
	No response	3		26		4	7%
Tajikistan	Yes	16	1.688	16	1.667	15	56%
	No	9		2		11	41%
	No response	2		10		1	4%
Uzbekistan	Yes	36	1.444	27	1.630	50	88%
	No	19		9		5	9%
	No response	2		21		2	4%

Gender-based responses:

Used CRC?

Kazakhstan	Female 22 of 38	58%	Male 7 of 19	37%
Usefulness for teaching		1.57		1.38
Usefulness for research		1.33		2.00
Kyrgyzstan	Female 11 of 33	33%	Male 10 of 25	40%
Usefulness for teaching		1.74		2.00
Usefulness for research		1.62		2.44
Tajikistan	Female 9 of 14	64%	Male 6 of 13	46%
Usefulness for teaching		1.56		1.67
Usefulness for research		1.86		1.67
Uzbekistan	Female 15 of 26	58%	Male 12 of 31	32%
Usefulness for teaching		1.53		1.88
Usefulness for research		1.33		1.33

If they had used the CRC, they were then asked how useful the resources had been in their role as
a teacher (V23). If they used the CRC, they were also asked how useful the CRC resources has been in their
role as a researcher

Response categories for V23 and V25

1 = very useful
2 = useful
3 = somewhat useful
4 = of little use
5 = not useful

APPENDIX G
EXHIBIT 4

Use of EdNet Materials in Class

V38 - Use EdNet materials in your classes?

Kazakhstan	Yes	40	70%
	No	17	30%

Kyrgyzstan	Yes	41	71%
	No	13	22%
	No response	4	7%

Tajikistan	Yes	15	56%
	No	11	41%
	No response	1	4%

Uzbekistan	Yes	50	88%
	No	5	9%
	No response	2	4%

V39 - How useful for teaching purposes?

Sample Average = 1.66						
Female	28	1.59		Male	12	1.58

Female	21	1.50		Male	20	1.65

Female	7	1.57		Male	8	2.38

Female	21	1.75		Male	29	1.45

ENA participants were asked if they had used EdNet materials in class (V38).

Respondents who had used the materials in class were asked to rate the usefulness of materials (V39).

Response categories for V39:

1 = very useful

2 = useful

3 = somewhat useful

4 = of little use

5 = not useful

APPENDIX G

EXHIBIT 5

Use of Cases in Class

ENA participants were asked if they used winning cases from the EdNet Case Competition.		
Positive responses	73	Average rated usefulness of the winning cases = 1.65
Negative responses	115	

Do ENA participants use cases on the EdNet website as teaching materials in their classes?					
Overall average rating = 1.822			79 case users among 199 ENA respondents (40%)		
Kazakhstan	Yes	7	12%	Usefulness of cases	1.71
	No	47	82%		
Kyrgyzstan	Yes	24	41%	Usefulness of cases	1.71
	No	31	53%		
Tajikistan	Yes	7	26%	Usefulness of cases	1.86
	No	17	63%		
Uzbekistan	Yes	41	72%	Usefulness of cases	1.88
	No	13	23%		

Gender averages of usefulness ratings	Female	1.79
	Male	1.80

APPENDIX G

EXHIBIT 6

Impact of VIP Reform

ENA participants were asked if they had worked with a Visiting International Professor

Positive responses	58	Average rated usefulness of working with VIP = 1.72
Negative responses	130	

Have ENA participants worked with VIPs? If so, how useful was that experience?

Overall average rating = 1.72   58 of 199 ENA participants have worked with VIPs (29%)

Kazakhstan	Yes	17	30%	Usefulness of VIP	1.60
	No	33	58%		
Kyrgyzstan	Yes	18	31%	Usefulness of VIP	1.94
	No	39	67%		
Tajikistan	Yes	5	19%	Usefulness of VIP	1.40
	No	22	81%		
Uzbekistan	Yes	18	32%	Usefulness of VIP	1.71
	No	36	63%		

* Country percentages may not sum to 100% due to incomplete respnses by ENA participants

---

Gender differences in VIP usefulness ratings:

			N	%
Kazakhstan	Female	1.55	11	19%
	Male	1.50	6	11%
Kyrgyzstan	Female	1.75	12	21%
	Male	2.14	6	10%
Tajikistan	Female	1.33	4	15%
	Male	1.00	1	4%
Uzbekistan	Female	1.70	7	12%
	Male	1.50	11	19%

APPENDIX G

EXHIBIT 7

Which EdNet Services Utilized

Usage Rank		Kazakhstan	Kyrgyzstan	Tajikistan	Uzbekistan	Total	Proportion
1	CRC Library Resources	40	48	22	40	150	18.87%
2	EdNet Academy	37	34	15	36	122	15.35%
3	Access to EdNet Website	24	39	13	44	120	15.09%
4	Computer Training	20	42	8	34	104	13.08%
5	Consultations	25	28	15	29	97	12.20%
6	Case Studies	10	35	12	34	91	11.45%
7	VIP Seminars	19	14	4	19	56	7.04%
8	EdNet Conferences	15	17	7	16	55	6.92%
	Total	190	257	96	252	795	100.00%

Country utilization of services	24%	32%	12%	32%	100%
Country proportion of sample	29%	29%	14%	29%	100%

Proportion of EdNet services used by women	56.60%
Proportion of women in EdNet evaluation study	55.78%
Proportion of EdNet services used by men	43.40%
Proportion of men in EdNet evaluation study	44.22%

APPENDIX G

EXHIBIT 8

Faculty Needs Ratings

		V3 Country	V4A Capital City v. Non-capital	V7 Primary academic field	V70 Networking within Central Asia	V71 Networking outside Central Asia	V72 Increase Student exchange programs	V73 Increase faculty exchange programs	V74 Increase textbooks	V75 ncrease computers	V76 Increase training opportunities for facu	V77 Increase research grants	V78 Learn new methods of teaching	V79 Increase VIPs	V80 Increase distance learning	V81 Gender (1=female, 2=male)
Kazakhstan	1	1	1	3	10	9	8	5	6	7	1	2	3	4	11	2
	2	1	1	7	1	2	9	8	3	4	5	10	7	11	6	1
	3	1	1	5	5	9	10	3	11	6	1	4	2	7	8	1
	4	1	2	3	4	3	5	6	11	10	2	1	8	9	7	2
	5	1	2	7	4	3	2	1	5	6	9	8	7	10	11	2
	6	1	1	3	6	5	7	3	4	8	11	1	2	9	10	2
	7	1	1	1	10	11	3	4	6	5	7	1	2	8	9	2
	8	1	1	3	8	7	9	3	5	6	4	1	2	11	10	1
	9	1	1	3	6	5	4	7	8	3	10	1	9	11	2	1
	10	1	1	6	9	8	7	6	10	3	4	1	11	2	5	1
	11	1	1	1	5	4	3	2	1	11	10	7	6	9	8	1
	12	1	1	7	11	6	9	7	5	4	3	2	1	8	10	1
	13	1	1	7	7	6	10	2	1	9	8	4	3	5	11	2
	14	1	1	7	6	5	7	3	8	10	2	9	1	4	11	2
	15	1	1	6	1	9	7	6	8	11	5	4	2	3	10	1
	16	1	1	1	9	6	11	8	1	7	2	3	4	5	10	1
	17	1	1		8	7	5	6	2	9	10	3	4	1	11	1
	18	1	1	2	5	7	9	1	2	10	3	4	6	8	11	1
	19	1		5	6	5	2	7	4	8	1	10	9	3	11	1
	20	1	1	2	7	6	11	3	4	8	2	10	1	5	9	1
	21	1	2	2	2	1	3	11	4	5	10	6	7	9	8	1
Kyrgyzstan	22	2	1	6	7	5	8	4	6	3	2	9	1	10	11	1
	23	2	1	5	2	1	8	3	4	5	6	7	9	11	10	2
	24	2	1	1	11	6	8	7	4	1	5	2	9	10	3	2
	25	2	1	3	5	1	2	3	4	11	6	7	8	9	10	1
	26	2	1	7	7	6	8	9	11	10	4	5	1	2	3	2
	27	2	1	3	4	7	3	9	8	10	6	11	5	1	2	2
	28	2	1	2	1	2	6	5	9	11	3	4	7	8	10	1
	29	2	1	7	4	1	2	9	5	8	6	7	9	10	11	1
	30	2	1	1	10	1	2	3	4	11	5	6	7	8	9	2
	31	2	1	2	4	3	2	1	5	6	7	8	9	10	11	1
	32	2	1	6	10	8	3	2	1	9	6	5	4	7	11	2
	33	2	1	3	3	8	7	4	1	6	10	11	2	5	9	1
	34	2	1	2	9	10	7	6	2	1	4	5	3	8	11	1
	35	2	1	6	7	8	10	5	6	9	1	4	2	3	11	2
	36	2	1	3	7	8	9	6	5	4	3	1	2	11	10	2
	37	2	1	6	11	10	9	7	8	3	2	4	1	5	6	1
	38	2	:	3	9	11	2	1	5	3	4	7	6	8	10	1
	39	2	1	2	7	6	5	4	8	11	2	3	1	9	10	1
	40	2	1	3	5	6	11	9	7	8	1	3	2	10	4	1

		Country	Capital City v. Non-capital	Primary academic field	Networking within Central Asia	Networking outside Central Asia	Increase Student exchange programs	Increase faculty exchange programs	Increase textbooks	Increase computers	Increase training opportunities (for facu)	Increase research grants	Learn new methods of teaching	Increase VIPs	Increase distance learning	Gender (1=female; 2=male)
		V3	V4A	V7	V70	V71	V72	V73	V74	V75	V76	V77	V78	V79	V80	V81
Tajikistan	41	3	2	3	4	3	5	2	11	10	6	1	8	9	7	2
	42	3		3	4	9	11	3	8	5	7	1	2	6	10	1
	43	3	1	3	9	11	1	3	6	4	10	2	7	5	8	2
	44	3			7	6	10	1	9	4	2	3	5	8	11	1
Uzbekistan	45	5	1	4	6	5	1	3	2	8	7	10	4	9	11	2
	46	5	1	4	6	5	4	7	3	8	2	1	9	10	11	1
	47	5	2	3	5	6	4	3	2	7	1	9	8	10	11	2
	48	5	1	7	2	3	1	6	5	4	7	8	10	9	11	2
	49	5	1	3	7	8	9	2	3	4	10	1	5	6	11	2
	50	5	1	5	1	2	4	3	11	5	8	6	7	9	10	1
	51	5	1	3	2	1	4	3	5	9	7	8	10	6	11	2
	52	5	1	3	5	4	11	1	3	7	6	2	8	9	10	1
	53	5	1	7	7	5	11	6	1	2	10	9	3	4	8	1
	54	5	2	5	7	4	5	6	8	9	10	1	2	3	11	1
	55	5	1	5	8	9	7	11	10	2	3	4	6	5	1	2
	56	5	1	3	3	1	4	2	7	10	8	5	9	6	11	2

Four-Country Average (n = 56)	5.19	5.13	5.75	3.88	5.88	6.13	6.50	4.44	6.44	7.13	9.56

Kazakhstan Average (n = 21)	6.19	5.90	6.71	4.86	5.19	7.14	5.24	4.38	4.62	6.76	9.00
Kyrgyzstan Average (n = 19)	6.47	5.68	5.89	5.11	5.42	6.04	4.87	5.74	4.63	7.63	8.53
Tajikistan Average (n = 4)											
Uzbekistan Average (n = 12)	5.33	4.00	7.00	4.83	5.67	6.68	7.33	4.83	6.33	5.50	8.67

Female average (n = 21)	5.84	5.77	6.90	4.81	5.35	6.39	5.03	4.84	4.74	7.23	9.10
Male average (n = 16)	6.20	5.40	5.24	4.48	5.60	7.20	5.64	4.88	5.64	7.08	8.88

Capital city (n = 47)	6.23	5.83	6.34	4.70	5.19	6.68	5.30	4.94	4.94	7.11	8.87
Non-capital city (n = 6)	4.78	4.44	5.22	4.44	6.89	7.11	5.33	4.44	6.22	7.44	9.67

APPENDIX H
KYRGYZ TESTING QUESTIONNAIRES

Appendix H
Exhibit 1
Kyrgyz Questionnaire - English

Questionnaire for Assessment of Kyrgyz National Scholarship Test

The Kyrgyz Republic initiated the first annual National Scholarship Test in 2002. The purpose of the test was to serve as an instrument for an objective, independent assessment of Secondary School graduates' knowledge, skills, and level of preparation for study at a higher level. As part of the EdNet evaluation process, the Visiting Team would like to collect your opinions about some possible consequences of the testing program. Please feel free to provide additional comments about the program at the end of this document

Is your institution a Higher Education Institution? ____ Training Center? ____ NGO? ____

Did a member of your family take the National Scholarship Test in 2002? ____ Yes ____ No

Did a member of your family receive a scholarship as a result of the test? ____ Yes ____ No

The stated goals of the testing program are (1) to reduce corruption in the scholarship granting process, and (2) to increase the transparency of the process.

1. Which one of the following statements reflects your opinion of the **extent to which the testing program has reduced corruption in the awarding of scholarships**?

    The testing program:

    ____ has reduced corruption substantially.
    ____ has resulted in a moderate reduction in corruption.
    ____ has resulted in only minor reductions in corruption.
    ____ has not resulted in any reduction in corruption.

2. Which one of the following statements reflects your opinion of the **extent to which the testing program has increased the transparency** of the scholarship award process?

    The testing program:

    ____ has increased transparency substantially.
    ____ has resulted in a moderate increase in transparency.
    ____ has resulted in only minor increases in transparency
    ____ has not resulted in any increase in transparency.

Some observers of the testing program have suggested that **the structure of the scholarship tests has changed methods of teaching** in the Kyrgyz Republic. The primary change suggested is that teaching now focuses more on logical reasoning and skills assessment.

3. As a result of the testing program, there has been

    ____ a significant increase in the focus on logical reasoning and skills assessment.
    ____ a moderate increase in the focus on logical reasoning and skills assessment
    ____ a minor increase in the focus on logical reasoning and skills assessment
    ____ no change in the focus of teaching in the Kyrgyz Republic

Some observers had noted that the **testing program has provided broader access to higher education** by students who would not normally have access to the higher education system. Which statement reflects your view of this statement?

4. The testing program has resulted in

    _____ significantly greater access to the higher education system for many students
    _____ a moderate improvement in access for many students
    _____ only a minor increase in access for many students
    _____ no measurable change in access to the higher education system

5. In general, how would you characterize **your personal view of the importance of scholarship** testing to the future of education in the Kyrgyz Republic?

    _____ Extremely important
    _____ Moderately important
    _____ Of minor importance
    _____ Not important at all
    _____ Less important than the following issues (please specify)

      a. _____

      b. _____

      c. _____

6. Can you identify any **negative consequences of the testing program?** _____ Yes _____ No

    If "Yes", please identify one or more negative consequences:

      a. _____

      b. _____

      c. _____

7. If you can identify negative consequences, how can the effect of the consequences be reduced or minimized?

      1. _____

      2. _____

      3. _____

8. How important to the success of the testing program is the active participation of University Rectors?

    _____ Extremely important
    _____ Somewhat important
    _____ Slightly important
    _____ Not important at all

9. How important to the success of the testing program is the active participation of the Ministry of Education and Culture?

    _____ Extremely important
    _____ Somewhat important
    _____ Slightly important
    _____ Not important at all

10. Based on your observations and experiences during the first year of the testing program, would you say that **changes in public perceptions of transparency** in higher education in Kyrgyzstan have been

      ____ *significantly positive*
      ____ moderately positive
      ____ slightly positive
      ____ unchanged

11. What is your opinion of the possibility that National Scholarship Test programs can be successful in Kazakhstan, Tajikistan, Turkmenistan, and Uzbekistan?

      ____ Very likely to be successful in all countries
      ____ Likely to be successful in some countries, and not in other countries
      ____ Some moderate success may be possible in some counries
      ____ Success not likely in any of our neighboring countries

12. Please rate the following countries in terms of the likelihood of success in implementing a National Scholarship Test (1 = success most likely; 4 = success least likely).

      ____ Kazakhstan   ____ Turkmenistan
      ____ Tajikistan   ____ Uzbekistan

Please e-mail as a Word attachment to Dr. Dennis McConnell (Mac@Maine.edu)

Thank you in advance for your kind assistance.

Dr. Dennis McConnell
EdNet Evaluation Visiting Team
Maine Business School
University of Maine
Orono, Maine 04469-5723
USA

APPENDIX H

EXHIBIT 2

ENGLISH INTRODUCTION TO QUESTIONNAIRE

Greetings from Almaty. Dr. McKibbin and I are continuing our work on the EdNet Evaluation project. Part of the work requires a brief assessment and review of the Kyrgyz National Scholarship Test.

Attached to this mail is a short questionnaire, asking for your opinions about several features of the Scholarship Test. I am sending this only to EdNet members in Kyrgyzstan.

I would be grateful if you would complete and return the questionnaire in the next few days. The best way to reply is to attach the completed questionnaire to your e-mail message to me (Mac@Maine.edu).

Please let me know if you have questions.

Enjoy the weekend.

All the best.
Dennis

Dr. Dennis McConnell
EdNet Evaluation Visiting Team
Maine Business School
University of Maine
Orono, Maine 04469-5723
USA

Appendix H
Exhibit 3
Kyrgyz Questionnaire - Russian

Анкета по Анализу Киргизского Национального Стипендиального Теста

Республика Киргизия инициировала свой первый ежегодный Национальный Стипендиальный Тест в 2002 г. Целью данного теста было обслуживание в качестве инструмента для объективной независимой оценки знаний выпускников средних школ, их навыков и уровня подготовленности к получению высшего образования. Как часть процесса анализа EdNet, Команда Визитеров хотела бы собрать Ваши мнения по поводу некоторых возможных последствий программы тестирования. Пожалуйста, если Вы пожелаете, предоставьте свои дополнительные комментарии по поводу программы в конце данного документа.

Является ли Ваше учебное заведение ВУЗом? _____
Тренинг Центром? _____ НГО? _____

Проходил ли кто-либо из членов вашей семьи Национальный Стипендиальный Тест в 2002 г.? _____ Да _____ Нет

Получал ли кто-либо из членов Вашей стипендию на обучение в результате прохождения такого теста? _____ Да _____ Нет

Установленными целями программы тестирования являются (1) сокращение коррупции в процессе предоставления финансовой помощи, и (2) повышение прозрачности данного процесса.

1. Какое из следующих утверждений отражает Ваше мнение о том, **насколько программа тестирования сократила коррупцию в предоставлении стипендий?**

Программа тестирования:

_____ значительно сократила коррупцию
_____ привела к умеренному сокращению коррупции
_____ привела к незначительному сокращению коррупции
_____ не привела ни к какому сокращению коррупции

2. Которое из следующих утверждений отражает Ваше мнение о том, **насколько программа тестирования увеличила прозрачность процесса предоставления финансовой помощи?**

Программа тестирования:

_____ значительно увеличила прозрачность
_____ привела к умеренному увеличению прозрачности
_____ привела к незначительному увеличению прозрачности

_____ не привела ни к какому увеличению прозрачности

Некоторые наблюдатели программы тестирования предположили, что **структура стипендиальных тестов изменили методы преподавания** в Республике Киргизия. Первоначальным. Предположительным изменением явилось то, что преподавание сейчас сфокусировано больше на оценке логических навыков.

3. В результате программы тестирования, произошло

_____ значительное увеличение в фокусе на оценку логических навыков
_____ умеренное увеличение в фокусе на оценку логических навыков
_____ незначительное увеличение в фокусе на оценку логических навыков
_____ никаких изменений в фокусе преподавания в Республике Киргизия

Некоторые наблюдатели отметили то, что **программа тестирования предоставила более широкий доступ к высшему образованию** студентам, которые бы обычным образом не имели доступа к системе высшего образования. Которое из следующих утверждений отражает Ваше мнение в отношении данного утверждения?

4. программа тестирования привела к:

_____ значительному увеличению доступа к системе высшего образования
        для многих студентов
_____ умеренному улучшению в увеличении доступа
_____ только к незначительному увеличению доступа для студентов
_____ ни к какому увеличению в доступе к системе высшего образования

5. В общем целом, как бы Вы охарактеризовали **Ваше личное видение степени важности стипендиального тестирования** в будущем образования в Республике Киргизия?

_____ Исключительно важное значение
_____ Умеренно важное значение
_____ Незначительно важно
_____ Совершенно не важно
_____ Менее важно, чем следующие моменты (пожалуйста, укажите)
   a) _____
   б) _____
   с) _____

6. Смогли бы Вы определить **негативные последствия программы тестирования?**
   _____ Да _____ Нет

Если «Да», пожалуйста, укажите один или несколько негативных последствий:
   a) _____
   б) _____
   с) _____

7. Если Вы смогли определить негативные последствия, каким образом могут быть данные последствия исключены или минимизированы?

    1) _____
    2) _____
    3) _____

8. Насколько важным для успеха программы тестирования является активное участие Ректоров университета?

    _____ Очень важно
    _____ Важно в некоторой степени
    _____ Немного важно
    _____ Совершенно не важно

9. Насколько важным для успеха программы тестирования является активное участие Министра Образования и Культуры?

    _____ Очень важно
    _____ Важно в некоторой степени
    _____ Немного важно
    _____ Совершенно не важно

10. Основываясь на Ваших наблюдениях и опыте, приобретенному в течение первого года запуска программы тестирования, могли бы Вы сказать, что **изменения в общественном восприятии прозрачности** высшего образования в Киргизии:

    _____ Стали значительно позитивными
    _____ Стали умеренно позитивными
    _____ Стали немного позитивными
    _____ Не произошли совсем

11. Какое у Вас мнение в отношении возможности того, что программы Национальных Стипендиальных Тестов могут стать успешными в Казахстане, Таджикистане, Туркменистане и Узбекистане?

    _____ Большая вероятность того, что будет успешно во всех странах
    _____ Возможно, что будет успешно в некоторых странах, исключая другие страны
    _____ Возможна некоторая умеренная доля успеха в некоторых странах
    _____ Успешный опыт невозможен ни в одной из наших соседних стран

12. Пожалуйста, дайте оценку следующим странам в отношении возможности успеха внедрения Национального Стипендиального Теста по системе баллов (1= наибольшая вероятность успеха; 4 = наименьшая вероятность успеха).

    _____ Казахстан   _____ Туркменистан
    _____ Таджикистан   _____ Узбекистан

Пожалуйста, отправьте анкету по электронной почте в качестве приложения в Word формате д-ру МакКоннел (Mac@Maine.edu)

Заранее благодарю Вас за Вашу помощь.

Д-р Дэннис МакКоннел
Команда Визитеров по Анализу EdNet
Майне Бизнес Школа
Университет Майне
Ороно, Майне 04469 – 5723
США

Dr. Dennis McConnell
EdNet Evaluation Visiting Team
Maine business School
University o Maine
Orono, Maine 04469-5723
USA

APPENDIX H

EXHIBIT 4

RUSSIAN INTRODUCTION TO QUESTIONNAIRE

Приветствую Вас из Алматы. Д-р Киббин и я продолжаем работать над проектом по анализу EdNet. Часть работы требует краткой оценки и обзора Киргизского Национального Стипендиальный (Scholarship) Тест.

К данному письму прилагается краткая анкета с вопросами о Вашем мнении в отношении некоторых характеристик Теста. Данная анкета предназначена только для членов EdNet в Киргизстане.

Я был бы Вам очень благодарен, если бы Вы заполнили и отослали обратно анкету в течение следующих нескольких дней. Лучший способ для отсылки – прикрепить заполненную анкету к вашему письму и направить мне (Mac@Maine.edu) по электронной почте.

Пожалуйста, дайте мне знать, если у Вас появятся какие-либо вопросы.

Приятных Вам выходных.

Всего наилучшего.
Дэннис.

Д-р Дэннис МакКоннел   Dr. Dennis McConnell
Команда Визитеров по Анализу EdNet.   EdNet Evaluation Visiting Team
Майне Бизнес Школа   Maine Business School
Университет Майне   University of Maine
Ороно, Майне 04469-5723   Orono, Maine 04469-5723
США   USA

99

APPENDIX I
TABULAR ANALYSIS OF KYRGYZ TESTING SURVEY RESPONSES

APPENDIX I

SUMMARY OF SURVEY RESPONSES

Questionnaire Number	V4 = Program reduced corruption?	V5 = Program increased transparency?	V6 = Testing changed teaching methods?	V7 - Testing program increased access?	V8 = Program important for future of education?	V9 = Any negative consequences?	V10 = Participation of rectors important?	V11 = Participatin of ministry important?	V12 - Any changes in perceptions of transparency?	V13 - Can be adopod in other CAR countries?	V14 - Adopted in Kazakhstan?	V15 = Adopted in Tajikistan?	V16 - Adopted in Turkmonistan?	V17 = Adopted in Uzbokistan
1	3	2	1	2	1	2	1	1	2	2	1	3	3	3
2	2	1	2	2	1	1	1	1	1	2	1	3	3	2
3	4	3	4	3	1	1	2	1	3	3	1	3	4	2
4	3	3	4	3	1	2	1	2	2	2	1	2	3	2
5	4	3	4	3	1	1	2	3	3	2	1	3	2	2
6	2	2	2	2	1	2	3	3	3	2	1	2	4	3
7	2	2	2	1	1	2	2	2	2	2	1	4	4	3
8	2	1	3	1	1	2	1	1	1	2	1	2	4	3
9	2	1	1	2	3	2	2	1	1	1	1	4	4	4
10	2	2	3	2	1	2	1	1	2	1				
11	1	1	2	1	1	2	1	3	2	2	1	2	4	3
Average	2.45	1.91	2.55	2.00	1.18	1.73	1.55	1.73	2.00	1.91	1.00	2.89	3.44	2.67

APPENDIX J
VERBAL RESPONSES FROM SURVEYS

APPENDIX J
Exhibit 1
Verbal Responses from ENA Faculty Survey

Questionnaires distributed to participants in EdNet Academy classes in Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan asked participants to respond to this open-ended question:

> Can you think of any service that EdNet should provide, but is not currently being offered? If so, please identify.

The translated individual responses from each country are presented below, without editing.

Kazak Questionnaires

- An opportunity to improve my English
- Studying English
- A course in English
- A practical seminar or training, recommendations for effective teaching
- English language
- Improve my English
- Exchange of lectures and knowledge with other [CIS] republics
- Training (preliminary) in English and calculus
- A library, photocopying services even at a price of 5 cents (local currency: illegible?), but not more, and better, more friendly attitude in the library
- Hand away books for work at home
- Courses in English
- Studying English; advanced financial and managerial accounting; audit
- Free printouts, photocopying
- Free printouts, photocopying
- Research grants, exchange programs for faculty, invitations to professors
- Distance education
- Experience at other universities
- Not enough information re EdNet services Perhaps a review of events planned for the future
- Teaching English, control and audit of business
- Teaching English
- Studying English, math in economics
- Courses in business English
- Course in English
- Preparation for TOEFL and the TOEFL itself

Kyrgyz Questionnaires

- Courses in the use of internet
- Visiting other Central Asian universities for exchange experience
- Help in marketing research work
- Scientific conferences
- Help in research work
- Everything is satisfactory
- More information about CRC information resources
- More information about opportunities to participate in research
- Transfer academic courses to evening time
- Help with English language
- More individual research grants and support for young researchers
- Help in research

- Organize club of English language users
- Use business games in classes
- More professor exchanges

Tajik Questionnaires

- Crash courses in English Compensation in the form a stipend, $50-100 for a course
- Organize a course in English
- Stipends for participants of $100
- Everything is at an excellent level, but there are few materials on taxation
- EdNet could provide grants to participants for research and preparation and publishing of educational materials EdNet can provide monthly compensation of $50 to permanent participants in the program
- A textbook based on EdNet methods can be published for students through the sponsorship of EdNet/USAID
- Strengthen the course programs that target practical applications on the basis of RT [Republic of Tajikistan?] materials as well as those from other enterprises and organizations from the regions
- Help in copying materials not only in 3-4 copies as EdNet does now but in necessary quantities for participants for further improvement of teaching at the university
- Provide incentives to those who excel in EdNet courses
- Participants in EdNet should receive nice stipends and a separate computer course, or if this is impossible, at least a number of classes only for faculty
- Everything was already said in the survey
- Discussion of research and exchange of information for junior scholars
- Above all stipends and books An internet course
- More seminars and conferences for EdNet participants
- Add more courses, not only in economics: environmental study, globalization, institutional economics, political science, etc
- Stipends, if possible
- Provide several computers only for faculty-participants in EdNet
- Set up 2 computer classes for access to the Internet
- Language classrooms for the study of English
- A stipend of $100 to participants
- Exchange of knowledge, visits to the USA, etc
- Hand out textbooks
- Assist the development of textbook materials using EdNet materials for university students
- Provide incentives and support faculty in the form of a stipend of $100
- Organize an additional computer class
- Textbooks are scarce Sometimes photocopies of textbooks are handed out
- Organize coffee break
- A language classroom
- Gradual additions to the library as requested by EdNet participants,
- Stipends to participants to compensate for the lost time from major jobs
- Hand out textbooks for all courses
- Organize coffee break, hand out textbook for all courses
- Hand out books
- Hand out materials
- Hand out books as requested

Uzbek Questionnaires

- Provide grants for translation of foreign literature
- Materials on candidate's work [probably re "Candidate of Sciences," their version of PhD]
- Rules for applying for grants

- How to write an application
- Doctoral dissertations
- [Help in] writing up a case
- [Help in] writing up a case
- [Help in] writing a dissertation
- [Help in] writing a dissertation
- Consultation and help on how to write research papers
- Not enough computers in the Academy
- Consultation on research
- On psychology of management
- Stipends are small to live on It would be nice to organize coffee breaks and raise stipends
- Not enough time to work with computers

APPENDIX J
Exhibit 2
Verbal Responses from Survey of EdNet Institutional Representatives

---

Question 32
In your personal opinion, what have been the 3 most important benefits (if any) of participation in EdNet?

Bukhara

- The methods of case-studying are possessed
- The methods of instruction is improved
- Sharing of experiences with colleagues from Central Asia is very important

Petropavlovsk

- Foundation of the contacts among the higher educational institutions and scientists of Central Asia
- Learning of the new technologies of education
- Participation in academic programs

Rudniy

- Receiving of the educational materials aimed for the improvement of the instruction methods
- Receiving of the information about the educational programs and projects
- support and provision of the possibility to develop the distance learning education

Almaty

- possibility to get additional education by choice
- Possibility of the mutually-beneficial collaboration of IBS Consulting and EdNet on preparation of qualitative educational materials and courses that meet the needs of the educational institutions and business
- Possibility to develop the joint distance learning courses that meet the needs of the educational institutions and business

Almaty

- Knowledge about the best world practice
- Opportunity for improving knowledge and experience
- Information exchange and useful contacts

Tashkent

- Invitation of the International Visiting Professors

- Organization of seminars on accreditation of the educational programs of higher institutions
- Organization of seminars on case preparation

Astana

- Access to educational materials
- Links with other higher institutions
- Possibility to attend the classes of the experienced professors from other countries

Bishkek

- The improvement of the faculty activities
- Possibility to sign recruitment agreements with entrepreneurs and graduates (the grant was received and the research was proved)
- Launching of the innovative technologies in the process of education

Almaty

- The classes of the Visiting professor – Vasilchenko (surmane)
- The faculty members have improved their knowledge by EdNet program
- Usefulness of the EdNet program in educational process

Tokmok

- Extension of cooperation between Central Asian universities
- Participation in EdNet events (conferences, seminars, etc.) resulted in deeper understanding that cooperation in education is more important than competition
- Technical Assistance (VIP – professor, equipment, site, etc.)

Karakol

- Receiving of the package of documents from the EdNet 2001, 2002 Conference
- Receiving of the complete package of disks with the materials
- Faculty and students have got the access to EdNet

| **Question 33** |
| In your opinion, in the near future, what should be the 2 most important objectives of EdNet? |

Bukhara

- Awarding of grants for faculty members

- Distance learning
- Training for faculty members
- The developed technologies and methodology of teaching
- Exchange programs for faculty members and students

Petropavlovsk

- Increase the number of the exchange programs for faculty and students
- provide new technologies of education and new approaches to instruction
- To collaborate with the province institutions more intensively widening of the range of educational programs

Rudniy

- To develop more close collaboration with commercial companies in order to use the cases from the real practice
- To raise the level of collaboration between the members of EdNet and international companies and universities

Almaty

- Teaching the best practice and training for locals
- Knowledge dissemination

Tashkent

- Invitation of the foreign professors to hold the sessions simultaneously in 2-3 universities
- Provision of electronic variations of textbooks in English to the libraries

Astana

- Methodical background for creation of the distance learning system
- To hold the conferences in Astana more often

Bishkek

- Choose the various forms of contacts with higher institutions and faculty

Almaty

- Opening a Master Program on Management in Education and involve universities top and senior management levels
- joining of Libraries resources

Bishkek

- Grants for computer equipment
- exchange program for faculty and training abroad

Question 35
Do you believe that improvements in Business and Economics education resulting from EdNet activities also improve the environment and operations of SMEs in your geographic location?

Bukhara

- Foundation of the regional department of the creative union to support the development of small- and medium-scaled business in the region
- Integration and consulting services for the subjects of small- and medium-scaled business in the region

Petropavlosk

- think that the certain time period must be passed in order to see the changes in environment and activities of small- and medium-scaled business as a result of the EdNet activities.)

Rudniy

- Diversification of production, widening of business; possessing of innovation directions
- highly-effective management, attraction of the additional sources of financing

Almaty

- Reasonable approach to analysis of demand, organizational development, marketing, strategic planning, PR, human recourse management and personnel development – without knowledge this is in many cases intuitive and depending on a person abilities but not objective needs

Tashkent

- The knowledge of international standards of accounting, finance of the students increases their validation on the market of human resource and especially in SME

Astana

- Business-education is becoming more oriented on practice; diploma works pay attention to the concrete situations on companies and as a rule where the graduate had internship

Bishkek

- The companies get highly-qualified and prepared specialists
- The companies get possibilities to solve their certain problems and reach their goals

Almaty

- VIP, grants, possibilities of exchange programs for faculty

Tokmok

- increasing of teaching quality results an output of highly qualified managers
- May be the growing demand on the evening and part-time MBA programs from SMEs managers

Karakol

- The graduates of out institution were admitted to NPO, Academician institutions as a researchers
- We have the order for our graduates from banks and SME. SOEs

APPENDIX K
INTERVIEWS, AND FIELD TRIPS

APPENDIX K
Interviews, Meetings, and Conferences

The Statement of Work suggested a variety of evaluation methods, including but not limited to, a mini-survey of the faculty and students of EdNet member institutions and key informant interviews and/or focus group discussions in universities, The Central Asian Foundation for Management Development (CAMAN), and the Ministry of Education of Kyrgyzstan, Kazakhstan, Tajikistan and Uzbekistan.

Three surveys provided much of the information presented in the evaluation report. However, the evaluation team devoted considerable time to personal interviews, group discussions, and meetings during the evaluation period. Dr. McConnell and Dr. McKibbin shared meeting responsibilities in Almaty. Dr. McConnell managed personal-contact activities during his visit to Bishkek, and Dr. McKibbin conducted session in Almaty, Dushanbe, and Tashkent.

The team collected information from many sources, much of which provided excellent contact for the questions addressed in the evaluation report. Many meetings were held with Rectors/Deans in the four countries visited during the study, and the team had much success in meeting and learning from Business and Economics faculty in the four countries. The team also was fortunate to meet with representatives of some important NGOs in the region, including the Soros Foundation, IREX, and AED. As well, the team was able to meet with representatives of CAMAN and the World Bank. The effort to meet with appropriate Ministry of Education officials was not entirely successful. Dr. McConnell met with the former Minister of Education in Kyrgyzstan (Camilla Sharshekeeva, now the Provost of the American University – Central Asia). Dr. McKibbin met with Mr. Saidakhror Gulhyamov, the Minister of Higher and Secondary Specialized Education in Uzbekistan. An arranged meeting with Dr. McKibbin and representatives of the Ministry of Education in Tajikistan was not possible due to a state visit by the President of Ukraine.

Contacts in Kazakhstan
March 24 – April 5, 2003

Central Asian Foundation for Management Development (CAMAN)
- Aigul Kozhieva, Manager
- Aida Tanekeyeva, Director General
- Akmaral Altaliyeva, Professor

Academy for Educational Development
- Saule Davletova, Training Specialist

Soros Foundation
- Saule Kalikova, Educational Programs Director
- Shynar Imang, Coordinator

World Bank
- Asian Sarinzhipov, Operations Officer

Kazakh National Technical University
- Professor Kaziev, Director of IT Institute

AmCham
- James Fluker, Senior Commercial Officer, U.S. Commercial Service
- Zhan Utkelov, Good Governance Program Assistant (MBA student, IAB)

University of International Business (UIB)
- Kenzhegali A. Sagadiev, President
- Irina K. Martynova, Head of International Department

International Academy of Business
- Olga Kuznetsova, Rector
- Regan Silvestri, Director of Strategic International Affairs

KIMEP
- Mansia Kainazarova, Director of Research Center, Turan University
- Dr. Rakhman Alshanov, Rector

Miras Universiry (Shymkent)
- Dr. Bolat A. Myrzaliyev, Chairman and President

EdNet Academy (Almaty) Participants
- Sultansharav Ainagul, Almaty University
- Khidoyatov Umid, Tashkent State Medical Institute
- Natalia Novikova, Kazakh Engineering and Technological University

---

Contacts in Kyrgyzstan
March 27 – 28, 2003

Academy of Management under the President of the Kyrgyz Republic
- Grigory Vasilievich, Pro-rector on Education
  Freiuk@amp.aknet.kg
- Olga Kan, MBA Director and Head of International Department
  Olga@amp.aknet.kg

American Councils for International Education
- Todd Drummond, Country Director
  Drummond@accels.elcat.kg

American University – Central Asia
- Camilla Sharshekeeva, Provost
  Provost@mai.auk.kg

Bishkek Academy of Finance and Economy
- Abdyrahman Mavlianov, Rector
  Kubat@Freenet.kg
- Natalia Bragina, Manager of International Relations Department
  N_Bragina@Hotmail.com

Kyrgyz National University, Department of Economics
- Dzharkynai Musaeva, Dean
  Jarkinaj@Freenet.kg

Bishkek State Institute of Economics and Commerce
- Bilim Azhibekov, International Relations Department
  Institute_Economics_Commerce@Yahoo.com

Kyrgyz Technical University, Institute of Management and Business
- Kylych Orozbaev, Director
  Kyl_Or@Mail.ru

Kyrgyz State University of Construction, Transport and Architecture p-Institute of World Economy and International Relations
- Kanat Turaliev, Faculty
  KSUCTA@Elcat.kg

International University of Kyrgyzstan, Economic Department
- Ainura Abdieva
  A.Alaman@IUK.kg

Soros Foundation
- Medet Tulegenov
  Medet@Soros.kg

International Slavonic Institute, Bishkek Branch
- Elena Galushkina, Dean of Economics and Management
  Ga-Lena2002@Mail.ru or MSIUKP@Elcat.kg

International Research & Exchanges Board (IREX)
- Anara Jamasheva,
  Anara@Freenet.kg

EdNet Academy (Bishkek) Class
- Approximately 20 members; focus group discussion, 2 hours

Contacts in Tajikistan
April 7 – 10, 2003

EdNet Staff
- Lutfullo Kh. Saidmuradov, Country Director
- Ghaffar Mughal, V.I.P.
- Manuchehr Kamoliddinov, Program Assistant
- Zarina Mirsadikov, Translator

Tajik State University of Commerce
- Fakerov H. Nurriddinovich, Rector
- Faridon Mirsadikov, Head, International Relations Department

EdNet Academy Class
- Approximately 30 members; focus group discussion, 1.5 hours

Institute of Enterprise and Service
- Umarov Habibullo, Rector
- Staff of Information Systems

Technological University of Tajikistan
- Katev Amir Habibovich, Rector
- Dean of Engineering and Economics Faculty
- Director of MIS Program

Tajik Technical University
- Alphia D Akhrorova, Vice-rector for Science

Russian-Tajik Slavonic University
- Nabi Nasirov Nasurivuch, Dean, Economics Faculty

Tajik State National University
- Ganiev Tavarali Boboevich, Dean, Economics and Management Faculty
- Bobosadykova Gulsara, Head of Accounting and Marketing Department

Technical University of Tajikistan
- Professor Saidmuhamad Odinaev, Rector
- Dean, Faculty of Engineering and Economics

Open Institute of Ismaili Somoni
- Hamidov Aslon Umarovich

(Education Ministry Officials not available due to state visit of the President of Ukraine).

Contacts in Tajikistan April 7 – 10, 2003

EdNet Staff
- Lutfullo Kh. Saidmuradov, Country Director
- Ghaffar Mughal, V.I.P.
- Manuchehr Kamoliddinov, Program Assistant
- Zarina Mirsadikov, Translator

Tajik State University of Commerce
- Fakerov H. Nurriddinovich, Rector
- Faridon Mirsadikov, Head, International Relations Department

EdNet Academy Class
- Approximately 30 members; focus group discussion, 1.5 hours

Institute of Enterprise and Service
- Umarov Habibullo, Rector
- Staff of Information Systems

Technological University of Tajikistan
- Katev Amir Habibovich, Rector
- Dean of Engineering and Economics Faculty
- Director of MIS Program

Tajik Technical University
- Alphia D Akhrorova, Vice-rector for Science

Russian-Tajik Slavonic University
- Nabi Nasirov Nasurivuch, Dean, Economics Faculty

Tajik State National University
- Ganiev Tavarali Boboevich, Dean, Economics and Management Faculty
- Bobosadykova Gulsara, Head of Accounting and Marketing Department

Technical University of Tajikistan
- Professor Saidmuhamad Odinaev, Rector
- Dean, Faculty of Engineering and Economics

Open Institute of Ismaili Somoni
- Hamidov Aslon Umarovich

(Education Ministry Officials not available due to state visit of the President of Ukraine).

Contacts in Uzbekistan
12 – 16 April, 2003

The evaluation team was fortunate to be able to send a representative to two EdNet conferences in Tashkent: Conference on Strategic Planning and Accreditation (April 12-13, 2003), and the Third Annual EdNet Conference (April 14-15, 2003). Dr. McKibbin represented the evaluation team. During the conferences, Dr. McKibbin estimates that he met with at least 75 representatives of higher education institutions in the five Central Asian countries, several members of the EdNet Board of Directors, several NGO representatives, and student members of the EdNet Board of Directors. The conference provided an excellent opportunity to meet with representatives of educational institutions located away from the large urban regions.

A representative listing of contacts made include:

Sagit Ibatullin, Vice-rector of Science and International Affairs
Taraz State University, Kazakhstan

Larisa Bozhko, Head of Economic and Management Department
Rudnyi Industrial Institute, Kazakhstan

Murat Zhurinov, President, South Kazakhstan University
Shymkent, Kazakhstan

Sultan Mambetkaliev, Rector, Chui University
Chui, Kyrgyzstan

Kulsina Adysheva, Senior Instructork, Kyrgyz-Uzbek University
Osh, Kyrgyzstan

Mukhammetberdy Rakhimov, Economics School of Ministry of Education
Ashgabat, Turkmenistan

Ayna Bayramova, Director, School of Business and Economics (TPI)
Ashgabat, Turkmenistan

Ulugbek Tukhtabaev, Student,
Andijan Engineering Economic Student

Bahron Mahmadduloev, Student
Tajik State National University

Aisulu Sulaimanova, Student
Osh Technological University

APPENDIX L
EDNET BUDGET INFORMATION

2003 EdNet Budget

2003 EdNet Budget			Option Year 1		(6 months) Option Year 2		(10 months) Option Year 3		March-03 to February-04		Row Totals
Regional Oversight	$	379,467	$	72,288	$	194,923	$	189,332	$	335,387	$	1,171,397
Corporate Oversight	$	90,741	$	15,123	$	45,370	$	51,361	$	90,741	$	293,336
Academy- Academic Services	$	1,204,126	$	165,809	$	637,080	$	762,147	$	1,201,955	$	3,971,117
Distance Learning Network	$	90,286	$	31,016	$	31,200	$	51,919	$	68,516	$	272,937
Development	$	69,342	$	14,852	$	39,106			$	23,810	$	147,110
External Relations	$	62,557	$	12,513	$	22,053			$	22,053	$	119,176
GFED	$	113,810	$	28,108	$	34,642			$	34,642	$	211,202
Country Resource Center - Kazakhstan	$	198,255	$	33,722	$	106,224	$	95,929	$	179,002	$	613,132
Country Resource Center - Kyrgyzstan	$	147,664	$	31,769	$	83,180	$	69,594	$	127,939	$	460,146
Country Resource Center - Tajikistan	$	83,317	$	13,011	$	41,490	$	59,102	$	81,580	$	278,500
Country Resource Center - Turkmenistan	$	60,620	$	1,720	$	22,030	$	36,870	$	58,900	$	180,140
Country Resource Center - Uzbekistan	$	99,993	$	19,691	$	52,755	$	60,547	$	91,214	$	324,200
KazRENA	$	7,109	$	1,503	$	4,306					$	12,918
Higher School of Business	$	128,999	$	47,516	$	81,483					$	257,998
CAMAN	$	14,000			$	13,000	$	2,000	$	14,000	$	43,000
Annual Conference	$	35,000			$	35,000	$	25,000	$	35,000	$	130,000
NES Fellows	$	53,756	$	17,919	$	35,837	$	29,840	$	57,781	$	195,133
Subcontractors	$	106,000	$	106,000							$	212,000
Subtotal before Overhead, Fees, Fringe	$	2,945,042	$	612,560	$	1,479,679	$	1,433,641	$	2,422,520	$	8,893,442

Distribution by Country

Distribution by Country		Option Year 2		Option Year 3		March-03 to February-04		Row Totals
Kazakhstan	$	472,830	$	489,997	$	916,221		1,879,048
Kyrgyzstan	$	305,399	$	331,348	$	516,908		1,153,655
Tajikistan	$	472,650	$	225,068	$	395,733		661,918
Turkmenistan	$	46,314	$	71,189	$	121,635		239,138
Uzbekistan	$	482,486	$	315,040	$	571,526		1,369,052
	$	1,479,679	$	1,433,642	$	2,422,520		5,335,841

Allocation of Budget to Country Resource Centers

Allocation of Budget to Country Resource Centers		Option Year 2		Option Year 3		March-03 to February-04		Row Totals
CRC - Kazakhstan	$	106,224	$	95,929	$	179,002		381,155
CRC - Kyrgyzstan	$	83,180	$	69,594	$	127,939		280,713
CRC - Tajikistan	$	41,490	$	59,102	$	81,580		182,172
CRC - Turkmenistan	$	22,030	$	36,870	$	58,900		117,800
CRC - Uzbekistan	$	52,755	$	60,547	$	91,214		204,516
	$	305,679	$	322,042	$	538,635		1,166,356

Allocation of Budget to EdNet Academy

Allocation of Budget to EdNet Academy		(6 months) Option Year 2		(10 months) Option Year 3		March-03 to February-04		Row Totals
Kazakhstgan	$	212,360	$	275,220	$	484,659		972,239
Kyrgyzstan	$	134,122	$	190,537	$	242,330		566,989
Tajikistan	$	89,415	$	105,854	$	126,011		321,280
Turkmenistan								
Uzbekistan	$	201,183	$	190,537	$	348,955		740,675
	$	637,080	$	762,148	$	1,201,955		2,601,183

Allocation of Budget to Support Activities

Allocation of Budget to Support Activities		(6 months) Option Year 2		(10 months) Option Year 3		March-03 to February-04		Row Totals
Regional Oversight	$	194,923	$	189,332	$	335,387	$	719,642
Corporate Oversight	$	45,370	$	51,361	$	90,741	$	187,472
Distance Learning Network	$	31,200	$	51,919	$	68,516	$	151,635
Development	$	39,106			$	23,810	$	62,916
External Relations	$	22,053			$	22,053	$	44,106
GFED	$	34,642			$	34,642	$	69,284
KazRENA	$	4,306					$	4,306
Higher School of Business	$	81,483					$	81,483
CAMAN	$	13,000	$	2,000	$	14,000	$	29,000
Annual Conference	$	35,000	$	25,000	$	35,000	$	95,000
NES Fellows	$	35,837	$	29,840	$	57,781	$	123,458
Subtotal	$	536,920	$	349,452	$	681,930	$	1,568,302

APPENDIX M
UKRAINIAN MANAGEMENT EDUCATION

120

APPENDIX M
Exhibit 1

Consortium for Enhancement of Ukrainian Management Education (CEUME)

Starting in January 1999, the United States Agency for International Development (USAID) provided funding to implement the "Management Education Strengthening Activity." In order to implement the project effectively, a Consortium led by the University of Minnesota created a network of six offices located throughout Ukraine. Near completion of the project, this Network was officially registered as a Ukrainian NGO/Charitable Foundation. CEUME is now playing a key role in the implementation of the new USAID project "Business Management Education in Ukraine.

The Consortium for Enhancement of Ukrainian Management Education (CEUME) was created in 1999 to enhance the capacity of business management education institutions in Ukraine to contribute to the successful transition and revival of Ukraine's economy. The United States Agency for International Development provided the initial funding that allowed activities and development during CEUME's first three years of activity. CEUME officially registered as an international charitable organization/Ukrainian NGO by the Ministry of Justice on March 14, 2002 (registration certificate No 0508) and now provides training and other services to educational institutions, nongovernmental organizations, and international development programs. Funding is now provided through donations and grants from Ukrainian and international enterprises, technical assistance programs, and individual contributions.

CEUME and its system of six regional offices is uniquely positioned to provide needed information and services important for the development of effective Ukrainian educational institutions providing business and management education and training. Offices are equipped with libraries containing modern textbooks, Ukrainian cases and other publications and materials important for course development. Staff members are experienced in conducting training events, providing logistical support, performing monitoring and evaluation of activities, and facilitating cooperation between education, business, government and nongovernmental organizations. Offices include the Management Education and Training Center, located in Kyiv, and Regional Resource Centers located in Lviv, Odesa, Dniepropetrovsk, Donetsk and Kharkiv.

Activities and services focus on training educators, trainers, and administrators working in business and management education; individuals and organizations providing training and consulting services to businesses; and nongovernmental organizations working to contribute to the development of a civil society in Ukraine. CEUME also is working closely with the Ukrainian Association of Business Education and Management Development (UAMDBE) in designing and delivering activities and services to their membership. In addition to short trainings and seminars, CEUME organizes roundtables, study tours, workshops, institutes and internships designed to enable leaders to create programs, design effective courses, and use innovative methodologies and new teaching approaches in delivering them. CEUME is working to institutionalize quality education and training programs, ethical practices, and a progressive society.

APPENDIX M
Exhibit 2

Ukrainian Association of Management Development and Business Education

The Ukrainian Association for Management Development and Business Education (UAMDBE) was officially founded on July 11, 2002. A total of 36 educational institution and business schools of Ukraine took part in the Statutory meeting establishing the association: 20 - state higher educational institutions, 15 – private business schools, and 1 training institution. The regional structure of the Association reflects the distribution of higher educational institutions in Ukraine. Fourteen of the 27 regions of Ukraine are represented, particularly Dnepropetrovsk, Lviv, and Kyiv region represented by five members each; Kharkiv, Donetsk regions –four members each; Odesa, Zaporozhiye, Ternopil, and Cherkassy – with the two members each; Crimea, Poltava, Lugansk, Kirovograd, and Kherson – each have one member. On February, 14, 2003, during the Second UAMDBE Assembly 9 new members were approved from Zaporizhzya, Kharkiv, Odessa and Kiev. UAMDBE currently consists of 45 members.

Mission

The Mission of the Association is to unite the efforts of a national community of institutions of higher education, business enterprises and other organizations in order to enhance the capacity of the Ukrainian system of management education to deliver quality business and management education recognized as satisfying international standards.

Goals and Strategies

Goal One
- *Improve the operational environment for Ukrainian institutions of higher education providing business and management education, training, and business services*

Strategies
1. Lobby key Ukrainian decision and policy makers to initiate change and protect legal rights of the educational community;
2. Raise media awareness of the importance of business management education and its role in successful economies; and
3. Disseminate information about the role, products and services of Ukrainian business and management education among stakeholder groups.

GOAL TWO
- *Create independent quality standards and measurement processes that guide development of institutions, programs and faculty toward international standards*

Strategies
1. Develop model set of national quality standards and measurement processes that can guide programs in their pursuit of continuous improvement in undergraduate educational programs
2. Develop model set of national quality standards and measurement processes that can guide programs in their pursuit of continuous improvement in MBA type educational programs and executive training. The measures will serve as a preparatory step in seeking international accreditation through recognized accreditation bodies such as Equis, AASCB, and other entities.
3. Develop model set of national quality standards and measurement processes that can guide individual faculty in their pursuit of continuous professional development in terms of classroom teaching, research, executive training and consulting abilities.

Goal Three
•• *Foster national and cross-border partnerships between education and business communities*

Strategies
1. Create a mechanism for organizing roundtable discussions, international conferences, tours and visitations in order to ensure ongoing communication between educational institutions and between education and business – both within Ukraine and across borders.
2. Create joint-publications, perform specialized research and surveys and distribute information that assists institutional reform and advancement of management education.
3. Cooperate with international and national organizations capable of giving technical, humanitarian and financial assistance for the development of business educational programs.
4. Provide informational services and conduct activities to explain and interpret the role and demand structure of Ukrainian business education to general public and business.

Goal Four
•• *Contribute to the strengthening of undergraduate, graduate and executive business management training programs*

Strategies
1. Create and/or support opportunities for administrators and faculty to improve knowledge and skills through training events such as workshops, seminars, and internships.
2. Facilitate the introduction of changes to curriculum at higher educational institutions through trainings and the development of informational and benchmarking tools and performing on-going surveys and analysis of business needs and evaluations of past education and trainings.
3. Contribute the development of new instructional methods by increasing access, distributing or producing high-quality educational materials relevant to the Ukrainian business environment.
4. Advance exchange of new information and provide organizational and methodological support to achieve shared goals.

Tasks and Activities

Tasks and activities of the Association include allying businesses and educational institutions for joint cooperation aimed at enhancing business education and facilitating partnership with institutions abroad. At the same time, it will conduct roundtable discussions, conferences, issue a professional publication, represent interests of members in the world market of educational services, shape public opinion, develop and distribute methodological materials, training programs, and textbooks, as well as enhance curriculum development. Creation of the Association will speed up the process of business education enhancement. It will unite efforts in development and implementation of applied educational programs, which will correspond to the current market demands. The Association will help to achieve the appropriate quality level of education in Ukraine. Adaptation of world achievements and best practices to the cultural background of Ukraine, adjustment to the level and rate of business development will provide Ukrainian business education with competitive advantages. Mutual exchange of experience, information, and professionalism will stimulate positive changes and development of skills and knowledge needed by business community.

The Association will create a marketing strategy promoting business and management education that will assist members in identifying their target markets and their segments, and to assess demand existing at these target market. Surveys will be conducted and analysis distributed that allow educational institutions to adapt their products and services to relevant current and future needs of Ukrainian business. The association will additionally spread examples regarding the best Ukrainian practices and other relevant information. Collaboration between the members of the Association and its international partners will facilitate enhancement and adaptation of the best western standards to local conditions. The Association will also be a sphere for professional communication and cooperation between business education institutions and human resource departments of businesses and organizations that can financially support the development of business education programs.

Membership and enrollment criteria

The Association is a voluntary union of entities involved in education, which satisfies the joint needs of its members, as well individual needs of professional development. The members of the Association share the general principles of:

- Voluntary enrollment;
- Equality of members, regardless of the type (state or public) and size of institution and region;
- Sovereignty of association;
- Financial sustainability;
- Independence of executive management (to eliminate conflict of interests).

The members of association are organizations, or legal entities, engaged in business and management education, and are capable of taking independent financial decisions. Educational institutions must be licensed by MOES and be experienced in one or several areas of educational activity (bachelor degrees; PDS programs; MBA; and executive education programs). Therefore, members of the Association can be educational institutions, providing management and business education services, regardless of ownership type, size and status. Business enterprises and international partners are considered "associate" members of the association. The membership in association is voluntary, but payment of membership fees is obligatory. Among the necessary prerequisites for becoming a member are recognition of association's statute, acknowledgement of the equality of rights for all organizations-members regardless of size and regional location, and submission of references.

Common interests of the members

Information, knowledge and experience exchange, active cooperation in the area of combining theory and practice, joint training programs for faculty, and development of methodological materials are among the most important components identified as common interests of the members. Issues that can unite association members include developing solutions for problems of business and education, establishing partnership relations with educational institutions abroad, lobbying on behalf of association membership, and ensuring compatibility of Ukrainian business education standards with internationals ones. It is an issue of a high priority to facilitate the activities in all of the above-mentioned areas throughout all regions of Ukraine.

2003 Planned Activity

UAMDBE Assembly approved the primary objectives for 2003 include:

- Improve the operational environment for Ukrainian institutions of higher education (both private and state) providing business and management education, training, and business services
- Create quality standards and measurement processes that guide development of institutions, programs and faculty toward international standards
- Contribute to the strengthening of undergraduate, graduate and executive business management training programs
- Foster national and cross-border partnerships between education and business communities

The main tasks and directions of the UAMDBE's activities for 2003 for further development of correspondent plans and projects:

- development and implementation of training programs for faculty devoted to the issues of the contemporary management and business education;
- creating MBA development group in Ukraine;
- organizing scientific research devoted to studies of business needs in education and matching the structure of supply to the demand on the business education market of Ukraine;

- creating a marketing strategy promoting business and management education that will assist UAMDBE members in identifying their target markets and their segments, and to assess demand existing at these target market;
- conduct roundtable discussions, conferences, issue a professional publication, represent interests of members in the world market of educational services;
- examining opportunities and establishing resource centers, regional offices and printing entities of the Association;
- collaborating with international partners and enhancement and adaptation of the best western standards to local conditions;
- implementing of PR plan for promoting the Association and contemporary practices in business and management education in Ukraine and shape public opinion;
- establishing professional communication and cooperation between business education institutions and businesses that can financially support the development of business education programs.
- UAMDBE will send out the above distribution of responsibility areas to the members of the Association for their further participation in the specific areas of activities.

Plan of UAMDBE Development and Perspectives for UAMDBE/BMEU Joint Activity

Many objectives of the UAMDBE as stated in the Statutory Agreement and other regulatory documents are consistent with the design of BMEU activities.

One of BMEU's primary function is to assist the UAMDBE in developing the educational community's capacity to improve the quality of educational programs and to integrate the efforts of educational institutions and business community with the purpose of implementing more modern managerial and educational technologies and to help orient the Ukrainian educational system into the global community.

BMEU activities are designed to maximize cooperation opportunities with UAMDBE in order to achieve positive results while assisting UAMDBE to develop into a sustainable and effective organization that will continue long after the project period of 5 years is completed. To achieve this UAMDBE and BMEU will:

- Involve UAMDBE leaders into the process of designing and implementing National Conferences and the series of roundtables proceeding the BMEU activity. UAMDBE representatives will be asked to volunteer as members of the conference organizing committee and to establish and implement a system to screen and select conference working papers, facilitators, speakers, etc.

- Engage UAMDBE leaders and members in working with BMEU to develop an independent system of quality education standards for business and management education programs with the goal of creating a national system of standards, accreditation or certification processes, and benchmarks to guide and measure programs development and attainment of quality (special joint UAMDBE and BMEU committees).

- BMEU will organize seminars and workshops for UAMDBE leaders to develop skills and understanding of association responsibilities and operations;

- UAMDBE members are active members of Regional Advisory Committees and Case Study Competition Committees;

- Increase awareness about the role and availability of business and management education services in Ukraine among the general public making joint publications in various professional and non professional magazines and newspapers with BMEU support;

- Organize joint UAMDBE and BMEU scientific research devoted to studies of business needs in education and matching the structure of supply to the demand on the business education market of Ukraine.

APPENDIX N
EdNet Institutional Needs Ratings, 2002 v. 2003

Column Number ─────	1	2	3	4	5	6	7	8	9	10	11
							Professor	Student	Network Outside	Network Within	Distance
	Books	Computers	Training	Grants	Teaching	VIP	Exchange	Exchange	Central Asia	Central Asia	Education
Needs Ratings 2002 - Country Averages											
Regional Weighted Average	3.89	4.33	4.14	4.99	5.37	5.89	6.05	6.97	7.06	7.85	9.45
Kazakhstan	4.26	4.46	4.01	5.10	5.35	5.17	6.39	7.01	7.28	7.90	9.06
Kyrgyzstan	4.26	4.45	3.48	5.00	4.32	6.13	5.45	7.10	7.55	8.32	9.94
Tajikistan	2.82	3.29	5.12	5.24	5.94	7.71	5.76	5.82	7.00	8.00	9.29
Turkmenistan	2.75	1.63	4.38	4.25	6.75	9.38	5.25	6.63	7.50	7.63	9.88
Uzbekistan	3.48	5.40	4.56	4.76	5.92	5.24	6.28	7.50	5.76	7.08	9.92
Needs Ratings 2003 - Country Averages											
Regional Weighted Average	3.58	3.97	4.28	6.18	7.02	6.25	7.74	7.14	5.00	5.54	9.24
Kazakhstan	4.19	4.21	4.26	5.64	7.29	6.86	7.68	7.10	4.93	5.25	8.60
Kyrgyzstan	3.31	3.88	3.59	6.31	7.47	6.40	8.03	7.56	5.03	4.81	9.88
Tajikistan	2.73	3.09	5.14	7.64	5.77	5.55	7.77	7.36	5.18	6.14	9.64
Turkmenistan	2.11	1.78	3.89	8.33	6.00	5.00	8.33	8.33	5.22	7.00	10.00
Uzbekistan	3.50	5.04	4.58	5.38	7.19	6.00	7.31	6.08	4.88	6.19	9.62
Regional Average 2002	3.89	4.33	4.14	4.99	5.37	5.89	6.05	6.97	7.06	7.85	9.45
Regional Average 2003	3.58	3.97	4.28	6.18	7.02	6.25	7.74	7.14	5.00	5.54	9.24
Change	(0.31)	(0.36)	0.14	1.19	1.65	0.36	1.69	0.17	(2.06)	(2.31)	(0.21)
Kazakhstan 2002	4.26	4.46	4.01	5.10	5.35	5.17	6.39	7.01	7.28	7.90	9.06
Kazakhstan 20003	4.19	4.21	4.26	5.64	7.29	6.86	7.68	7.10	4.93	5.25	8.60
Change	(0.07)	(0.25)	0.25	0.54	1.94	1.69	1.29	0.09	(2.35)	(2.65)	(0.46)
Kyrgyzstan 2002	4.26	4.45	3.48	5.00	4.32	6.13	5.45	7.10	7.55	8.32	9.94
Kyrgyzstan 2003	3.31	3.88	3.59	6.31	7.47	6.40	8.03	7.56	5.03	4.81	9.88
Change	(0.95)	(0.57)	0.11	1.31	3.15	0.27	2.58	0.46	(2.52)	(3.51)	(0.06)
Tajikistan 2002	2.82	3.29	5.12	5.24	5.94	7.71	5.76	5.82	7.00	8.00	9.29
Tajikistan 2003	2.73	3.09	5.14	7.64	5.77	5.55	7.77	7.36	5.18	6.14	9.64
Change	(0.09)	(0.20)	0.02	2.40	(0.17)	(2.16)	2.01	1.54	(1.82)	(1.86)	0.35
Turkmenistan 2002	2.75	1.63	4.38	4.25	6.75	9.38	5.25	6.63	7.50	7.63	9.88
Turkmenistan 2003	2.11	1.78	3.89	8.33	6.00	5.00	8.33	8.33	5.22	7.00	10.00
Change	(0.64)	0.15	(0.49)	4.08	(0.75)	(4.38)	3.08	1.70	(2.28)	(0.63)	0.12
Uzbekistan 2002	3.48	5.40	4.56	4.76	5.92	5.24	6.28	7.90	5.76	7.08	9.92
Uzbekistan 2003	3.50	5.04	4.58	5.38	7.19	6.00	7.31	6.08	4.88	6.19	9.62
Change	0.02	(0.36)	0.02	0.62	1.27	0.76	1.03	(1.52)	(0.88)	(0.59)	(0.30)
Net regional change - equal regional weights	(0.35)	(0.25)	(0.02)	1.79	1.09	(0.76)	2.00	0.46	(1.67)	(1.44)	(0.07)

127